January 1954

OP

National Parent-Teacher

Objects of the National Congress of Parents and Teachers

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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National Parent-Teacher

THE P.T.A. MAGAZINE

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HAPPY DAY! You can all but hear the chuckling glee of these youngsters as they take a first look at books sent to them by unknown friends in America. The setting for this joyous moment is Helsinki, Finland, but boys and girls in many lands have greeted with smiles and gay laughter the cargoes of stories sent out by the Children's Book Fund, CARE, 20 Broad Street, New York City. Each gift to the fund helps send out one more book, one more box, one more messenger of friendship.



The President's Message

Looking Ahead with Youth

JUVENILE delinquency is headline news these days. We hear about it on all sides. We're told that it is widespread, that it is growing, that it must be checked. We're besieged with statistics—and alarms.

This waste of young lives, we know, is costly to families, to society, and to the young themselves. We cannot afford so staggering a human loss. What are we doing to stop it?

We are doing many things. Our organization is cooperating closely with the government's efforts to fight juvenile delinquency, notably with the long-range program of the U.S. Children's Bureau. And through our Action Program for Better Homes, Better Schools, and Better Communities we are trying our utmost to create the kind of environment in which juvenile delinquency cannot breed. In communities all over America local parent-teacher groups have made outstanding progress in this direction.

WITHIN the framework of the parent-teacher organization, however, we also have a unique opportunity to influence our young people by actually bringing them into our P.T.A.'s. Some state branches and local groups have for many years followed this practice of drawing youth into the sphere of parent-teacher activity, and the National Congress of Parents and Teachers is now working out a policy governing the participation of youth in high school parent-teacher associations. Our essential purpose is to give young people every chance to plan and work with us toward goals that involve them and their future.

We have long felt that the youth of our country do not begin to have enough opportunities to exercise

their humane impulses. All of us speak—and sincerely—of their idealism, their eagerness to pitch in and get things done regardless of obstacles. Yet we are not doing nearly enough to take advantage of these qualities.

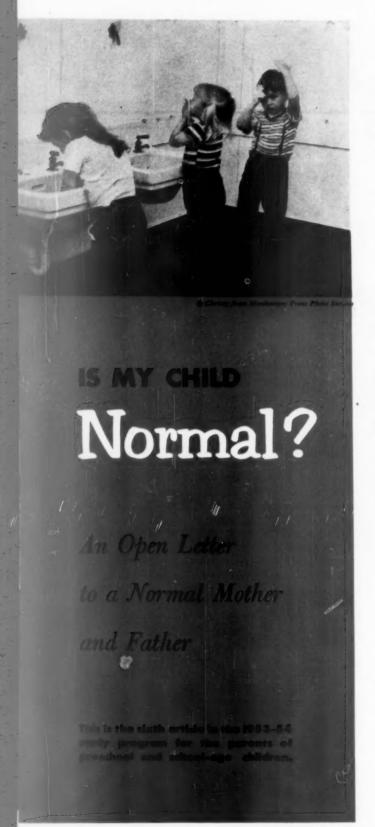
It's up to us, then, to unite with our young people in a partnership that they are ready and able to accept. We are not thinking of an apprenticeship in which youth is supervised by adults. We are thinking of the young and the mature sharing tasks as fulfledged members of a community, each assuming as much responsibility as he can. There can be no condescension here. We know that adults need youth as much as youth need adults.

P.T.A. work is never ready-made or superficial or limited. The parent-teacher program is so broad and varied that it requires many hands, many minds. There is no project or activity that cannot benefit from the ideas, the energy, and the enthusiasm that youth has to offer.

As we start a new year let us resolve—and carry out the resolve—to arouse the interest of young people and to harness that interest to practical tasks. They can help us attain the better homes, better schools, and better communities we seek. For they are part of them; they are responsible for them; and as adult citizens they will inherit them.

Lucille P Leonard

President, National Congress of Parents and Teachers



How much hinges on that question! And how much in that question hinges on the meaning of one word—a word too easily used and easily abused.

Wendell Johnson

Dear Mr. and Mrs. Jones:

Working in a clinic day after day, one sees a lot of children and a lot of parents who are worried about them. It seems clear that what these parents are mainly worried about is whether their youngsters are normal. Often they ask the very question you have asked about your Betty. You say she had polio last summer and now she limps, and you wonder whether she will ever be "normal" again.

You appear to be saying that before she had polio Betty was normal and that now she is not. Do you mean "normal" and "not normal" in all respects? At all times? And as far as all the various meanings of "normal" are concerned?

If the school superintendent in your town were to announce a meeting for the parents of all the normal children attending school, how many parents do you suppose would take it for granted they were supposed to go? After they got to the meeting do you think some of them might look around the room and have doubts about some of the others who were there? Would you assume that you were supposed to attend the meeting? Would you have felt differently about it before last summer?

There is one particularly basic question that will serve to bring into sharp focus this problem which you share with all other parents: In just what sense do you want your youngster to be normal—either now or at some future time?

The question is not as simple as it may seem at first glance. I suppose the way most people use the word "normal" much of the time they mean by it about what they would mean by "average." But doesn't it bring us up short to realize that when we say we want our children to be normal, we may actually be saying that we hope they will turn out to be average?

Maybe you mean "average or above." Still, I don't believe we would agree to stick with this definition either if we realized, as we must, that it relegates half of all our children, all those who are below average, to the shadows of the abnormal or subnormal.

These few random thoughts are enough to make it clear that when we say we want our children to be normal we take a great deal for granted. In the meantime, before we worry too much about whether our youngsters are normal or not, we should stop to consider that the word itself has several different meanings, some of them more useful than others.

A Quintet of Meanings

First, there is the statistical meaning of "normal." That is the one we use when we say we want our children to be average. (Only we don't usually say that when we stop to think about it.) The trouble with this definition is that it makes mediocrity an ideal. It also seems to imply that most children are or should be very much alike, and so it tends to encourage a sort of mass-mindedness and to discourage creative individuality. It's all right to use this meaning when we're talking about normal rainfall or normal temperature. But when we're talking about children it implies that the one at the head of the class or the one who is the best singer in school is actually abnormal, along with the youngster who fails to pass or the one who can't even carry a tune. Clearly, most of us would just as soon see our children sing beautifully or make A's in school, but if they do they are statistically different from the average child and therefore, by statistical definition, abnormal.

A second meaning is the one we use when we think of someone as being socially normal. A child or grownup who is socially normal may or may not be so statistically. Most opera stars, millionaires, and seven-foot basketball centers are socially quite acceptable, but to a statistician they are extremely peculiar. As we all know, of course, children who are socially all right fall at practically any and every point along the scale as far as height, weight, school marks, and other specific characteristics are concerned. But although the child at the head of his class is statistically abnormal, the youngster who is the most popular member of the class is not socially abnormal. Most individuals who are statistically normal are socially acceptable, but not all socially approved persons are normal statistically.

Lawyers use the word in still a third way, a legal one. Presumably a person is *legally* normal if he is not in jail, but such a person may be statistically freakish in various ways and rate as a social outcast. Moreover, there are people who are in jail who receive socially prominent visitors and others who are as average as apple pie and ice cream.

One of the most important uses of the term is the one we hear when the doctor tells us that our children are normal. Sometimes this medical meaning of "normal" is much like the statistical. For example, when your doctor says that your child's weight, height, and blood pressure are normal he is probably saying that in these respects your youngster is essentially like most other children of the same age, sex, and circumstances. But when he says Betty has normal lungs, he means something quite different. He means Betty's lungs are free of disease processes. He does not necessarily intend to say also that her lungs are either less healthy or more so than any other disease-free lungs. All he is saying is that Betty has nothing the matter with her lungs as far as he can tell.

I think the most useful meaning of the word "normal" is the one you hear when, for example, a mechanic tells you that your car is normal. He doesn't mean that it's like the average car or better than the average car or as good as most other cars. He doesn't mean, either, that it's socially acceptable, that your neighbors are simply wild about it. He isn't even saying necessarily that it is legally normal. He may or may not be saying, with the attitude of your doctor, that there is nothing wrong with your car. Mainly what he is telling you is that, considering the make and model of your car, the distance it has been driven, and the way it has been cared for, it is performing as well as could reasonably be expected. He has an idea of the way your car should perform, and as long as it performs that way it's normal. Your car has a par all its own.

One Child's Par

Your Betty too has a par all her own. When Betty's performance is par for her, it is normal. When we use this functional meaning of the word, especially in dealing with children or with people generally, we are more likely to think straight and talk sense. And we are far more likely to be reasonable and fair as well. We will say, for example, that Betty can be "just as normal" or "just as abnormal" as any of her friends who do not happen to limp. That is, Betty has her particular par, just as any other child has his. She can measure up to it or sometimes exceed it or fall short of it, just as any other youngster can where his own par is concerned.

In what sense, then, do you want Betty to be normal? Statistically? Socially? Legally? Medically? Or functionally—in terms of her own par? The limping, was that what you had in mind when you wondered whether Betty might be normal again? Your doctor tells you she will never fully recover the use of her left leg. She can never be statistically or medically normal—if that is of any down-to-earth importance. And it may be that—in regard to elig-

ibility for certain types of insurance, for example she will not be legally normal, either.

Will she be and feel socially normal? She probably will never be able to dance like other girls. Hikes in the woods or all-day city shopping trips are likely to be hard on her. Standing for long periods may tire her. There will be times when these limitations will make it difficult for her to be with her friends as much as she would like. They will create various practical problems and may tax Betty's self-assurance, poise, and contentment. It would, I think, be most unwise to pretend that she "can do anything any other girl can do." She cannot. (Very few girls can!)



O Fra Luam

It is tremendously important that Betty be trained to face these facts, to think clearly about them, to talk about them freely, to take them into account graciously, and to make the most of all her other resources for enjoyment and useful work. If she is so trained she will be socially quite normal. In fact, she will probably be sought after, liked, and loved more than most of us are.

Every person, young or old, has certain short-comings, and the attitude he takes toward them goes far to determine the kind of person he is to be. In Betty's case it is especially important that she learn to walk as well as she possibly can and to take advantage of all the aids to this end that her doc-

tors and teachers can provide for her. She should study her own changing needs in shoe design, corrective exercises, and training programs. In other words, Betty should learn to do as well as possible those rather essential things she is handicapped in doing. That is, she should set her own par in these particular respects as high as she reasonably can, and then try consistently to measure up to it. But, after all, isn't that what every one of us must do if we are to be functionally normal?

In addition to setting a fair par for herself with regard to such things as walking and standing, Betty has the problem of discovering her pars in those activities that are not directly affected by her physical impairment. She might, you see, decide that since she can't walk the way other girls do, she can't be like other girls at all. So she won't try to cultivate any of her talents and charms or even her ordinary abilities to have fun and be of help and comfort to others. In that case, of course, she would be abnormal in the most basic sort of way. She would fall abnormally short of the full flowering of herself. But if she tries to meet as well as she can the situations that confront her, to test each day the wings of her creativeness, and to respond positively to others who happen to be going her way, surely she will come to be, in pleasing measure, what she might wholly have been.

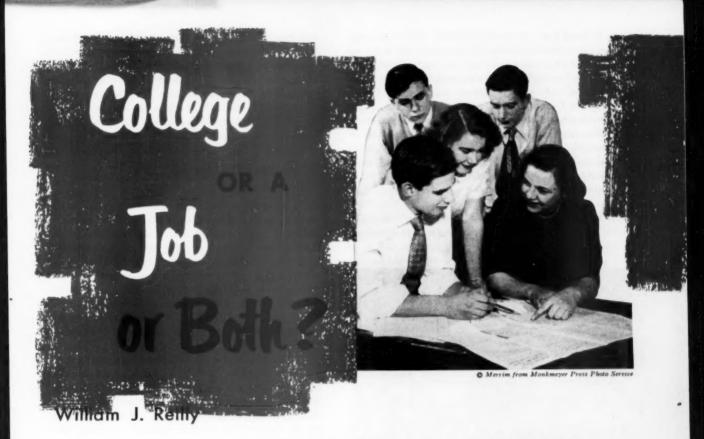
Then you will be able to say that Betty is normal in the way that is most important to you—and to Betty.

The men in the laboratories have in our day reaffirmed what the poets have always known so surely: that never does the potter make two vessels quite the same. Out of the differences between human beings come the individualities of our children, and it is only as well-developed *individuals* that they can serve best in later life as partners, teammates, and citizens.

Is your child normal? Yes, if she is doing about as well as you might reasonably expect her to do with what she has to work with, under the circumstances by which she is privileged and limited. The important fact is that what is normal for Betty, with respect to any specific activity at any particular time, is not necessarily the same as the average for her group.

Par for any child is most wisely determined by finding out the approximate best he can do with good instruction under favorable conditions—and then trimming that down somewhat for purposes of setting a working standard for him. What is normal for Betty is not her level best at all times but simply what can reasonably be expected of her. This will vary from time to time and from one activity or skill to another, and it must be constantly adjusted to changes brought about by growth,

(Continued on page 29)



"What part of the world's work do I really want to do?" asks the puzzled high school student. For his parents and his teachers an experienced counselor has some sensible advice.

This is the sixth article in the 1953-54 study program on the age of adolescence.

when your son or your daughter leaves high school, what will he or she do—go to college, get a job, or do both?

Ever since 1932, when I founded the National Institute for Straight Thinking to help young people with their career problems, I have had many conferences with parents on this subject. And one of the observations I've made is that whether the parents are college graduates or not, they all want their children to have a college education.

Now I can get just as egocentric and just as emotional as any other parent when it comes to thinking about my own children. But if we leave our own children out of it for the moment and just think of other people's children, all parents and certainly all teachers will find it easy to agree that there is no general answer to the problem of education that fits everybody.

Facing the facts of life squarely, we can see that some young people ought to go after a college

degree and some should not. It all depends on the individual. And in each case the best place to start is with the individual's interests—what he or she really wants to do.

Many young people, of course, will tell you that they haven't the slightest idea of what they want to do when they get out of high school. But this usually means that they haven't given the subject enough thought.

The Student Explores His Interests

Any high school student knows a lot about himself if he'll take the time to sit down and think about it and record his observations. He knows whether he likes school or not. He knows what courses of study he has enjoyed most in school. He knows what part-time jobs (if any) have interested him. He knows what hobbies and what extracurricular activities have been most fun. He knows what he likes to read in his spare time. He knows what vocations are followed by adults he admires. And if he just takes the time to get some of these interests down on paper, he is certain to come up with some ideas that will head him in the right general direction.

After a high school student has gone as far as he can to formulate his own ideas concerning his career interests, he is much better prepared to have fruitful interviews with the high school guidance counselor. The counselor will probably suggest readings that will give the student a fuller understanding of vocations which interest him and will encourage him to read about other vocations that he has not yet considered.

Then, too, many high schools now have tests available that will help the student to discover his voca-



O Ewing Galloway

tional interests. The tests most widely used today were developed after seeking out men and women who were already successful in different fields and asking them questions about their likes and dislikes.

These vocational interest tests are useful in that they are designed to give a student some kind of lead concerning his career interests. The psychologists who have worked out the tests are simply trying to guide the student toward considering the fields in which his general interests seem to match up with the general interests of people who have been happy and successful in those fields.

Obviously it is impossible for anyone to devise a test that will give everybody a foolproof answer to fit his unique desires, for the simple reason that everyone is an individual and, to some extent, different from anyone else who has ever lived. Therefore no one can assure the student that the field indicated by a test result will be one that excites his enthusiasm. After all, he is the one who feels the enthusiasm, and he is the only one who can decide.

Another point to bear in mind is that any one person can be happy and successful in a wide variety of occupational pursuits. In other words, there is no one-and-only answer to a person's career problem.

The Worker Explores His Job

Unfortunately there is tremendous pressure on high school students, especially during the senior year, to decide all at once what they are going to do for the rest of their lives. Parents are often responsible for much of this pressure. But after all, it isn't really necessary for a high school senior, boy or girl, to try to make that momentous decision. All he needs to decide is what he wants to do in the immediate future. And if he gets started in the right general direction, that's sufficient. Very few young people, while still in high school, know exactly what their chosen field will be.

For example, one high school student, after taking tests and carefully considering his leanings, decided he was interested in the general field of science. When he graduated from high school, he entered an engineering school and chose to major in mechanical engineering. But gradually be became more interested in how patent rights can be best protected, and three years later he decided to study law. Now he's a patent attorney, specializing in technical cases, using both his engineering and legal training.

A young woman, interested in journalism, majored in this field in college. Now she's advertising promotion writer for one of our leading national magazines and writes children's stories as an avocation.

A young man who found he liked the general field of business decided to major in accounting after he had finished his first year in college. When he graduated from college in business administration, he took a job in the accounting department of a food manufacturer. There he worked his way up to the position of chief accountant and then of assistant general manager. Then he decided that he preferred to work with some organization where he could serve people more directly. Now he's business manager of a hospital.

There are so many subdivisions in any field of human endeavor that as a rule a person has to get into a field before he has a chance to find out which subdivision interests him most. For example, two young men with whom I have worked were interested in geology. One now specializes in Egyptc!ogy; the other is designing surface instruments for the detection of oil deposits!

Meanwhile it is important to recognize a significant trend in the vocational world. The educational institutions which give specialized training and the companies which hire these specialists have come to realize that technicians need a broad general and cultural education in addition to their technical training if they are to qualify for top positions in business and industry.

We all know that a good general education, which provides a wide knowledge of the world, its peoples, its arts, and its sciences, enriches anyone's personal life. But we should also recognize that a general education is an indispensable aid to vocational progress. Every high school student should be told that his general subjects in college are fully as important as his technical subjects, no matter how specialized his interests might be.

However, most high school graduates do not go to college. They go out and get a job. In fact, about half of those who enter high school quit and get some kind of job before graduation. But this does not mean for one moment that they are all through with their education. Many of the happiest and most successful men and women I know went to work when they left high school and took night school or correspondence courses in fields that interested them.

Neither does a person's first job out of high school commit him to that particular line of work for the rest of his life. Choosing a career is something like buying a new hat. Ordinarily we must try on several before we find the one that suits us best. And most people must try several jobs before they begin to learn, from actual experience, what they can do best and, more important, what they like most.

One young man told me about a week after his graduation from high school that what he wanted more than anything else in the world was to be a sports writer. He had been sports editor on the high school paper and loved it. A year later, after serving as copy boy on a daily newspaper, he changed his mind. The fast tempo of the news room was too much for him. He decided he wanted to be a radio announcer. He got a job as page boy with a radio station and studied public speaking and radio programing at night.

Two years later he became assistant announcer on a radio and television show. But he found that the competition for top announcers was keen indeed. So he decided to move into the sales force. Now he's selling time and program ideas to local and national advertisers, and it looks as though he's finally found a career he can get excited about.

A young lady who graduated from a commercial course in high school took a typist's job with a drug manufacturer. After a year or so in the general office, she decided she was interested in personnel work. For two years she took night courses in personnel administration at a near-by university. Then she requested a transfer to the personnel de-

partment of her company. Now she's assistant manager of the women's employment division.

A young graduate of a vocational high school, interested in airplane mechanics, took a beginner's job in an airplane repair shop while he studied airplane mechanics at night. A year later, he decided he was more interested in automobiles and went to work in the auto repair shop at a service station. Soon he decided to learn all he could about the service station business, and today, ten years after finishing high school, he operates his own station.

Answers for Askers

When any high school student approaches his parents or his teachers with the question "College or a Job—or Both?" they can put him on the right track with these suggestions:

1. Start thinking about yourself and your own interests—what you think you'd really like to do. Put your thoughts on paper. Then talk them over with your high school guidance counselor.

2. As soon as you decide that you might like to enter a certain field, read up about it. Consult with leaders in that field for the purposes of (a) testing out your interests and (b) determining whether or not you have the basic abilities required. As a rule, a person's natural abilities point in the same direction as his likes and dislikes. But it's a good idea to play safe and double check. If a person wants to be an opera singer and hasn't got the "pipes," he'd better forget it.

3. If you select a field that requires a college degree and you seem to have the basic abilities required in that field, go ahead and go to college—somehow. Even if you do not think you have the money, just remember that every college and university in the nation has a healthy percentage of young men and women who are working their way through because they want a college education enough to earn it. Whether you need extra money or not, get all the part-time related job experience you can while you are going to college. And even after you graduate and get a job, be sure to continue your education with further study.

4. If you select a field that does not require a college degree and if you decide to go out and get a job in that field as soon as you graduate from high school, continue your education with specific night school or correspondence courses at the college level.

To sum up, the answer to the question in this discussion is not "College" or "A job." It is "Both."

William J. Reilly, founder and director of the National Institute for Straight Thinking, is a noted career and business consultant. His book Career Planning for High School Students was selected by Junior Achievement for the 1953 "A" Award.

The Inner Resource

Bonaro W. Overstreet

An article for all who wish to gather around them their spiritual belongings, to sharpen their spiritual vision, and to go fearlessly about the "great task of happiness."



O H. Armstrong Roberts

TWENTY years ago my husband and 1 drove across the continent for the first time, from New York to California. We had crossed by train several times, but the window views we had thus had of mountain and prairie took none of the fresh surprise from the vistas that opened out before us, hour after hour, day after day, as we drove across on our own free schedule. We stopped when we wanted to stop, turned when we wanted to turn into a tempting byway, parked long enough to look at unfamiliar

wild flowers or climb a hill for the view that might lie beyond it. This was America, we felt—this space, this freedom of movement—and it was to us, that summer, a new heaven and a new earth.

On that first long drive I found it hard not to collect souvenirs. While it was also hard, many times, to find anything I specifically wanted, I felt I should carry along some token of each day's happiness. The king in *Alice in Wonderland* said of a certain striking experience, "Never will I forget

The Inward Eye

that moment"—to which the practical queen replied that he would if he didn't write it down. On that trip across the continent I was in effect both king and queen. I kept feeling "Never will I forget . . ." and also "I must take home a reminder."

The various small things I bought—"little things that no one needs"—are still somewhere among my possessions. They must be, for I haven't thrown them away: the bronze letter opener from the Continental Divide; the spoon with the Indian design on the handle, picked up in Cheyenne; the polished redwood box from the gift shop at the Oregon Caves. They never quite fitted in at home, but they must be around somewhere.

If I were to come across any one of them now—any one of these small "treasures on earth"—I would hold it in my hand and look at it with that special affection we reserve for the oddments of life we gather along the way. But I would not need it as a reminder of that first long drive of ours. The souvenir would be far less vivid to my physical eye than are certain memories to my inward eye. I would not expect the Indian spoon to hold the high plateau of Wyoming, nor would I expect to find shut away in a polished redwood box the beauty of wild rhododendrons in Oregon.

How Potent Are Things?

Wordsworth, we know, when he was off on one of his solitary walks and feeling "lonely as a cloud," came upon a "host of golden daffodils" along the margin of a lake. He does not report that he picked one to carry home and press between the leaves of a book. He does report, however, that he took time to stand and savor the unexpected beauty that lay open before his eyes: "I gazed and gazed. . . ." He reports also that what he found that day, and thus made his own, he found for keeps:

For oft, when on my couch I lie In vacant or in pensive mood, They flash upon that inward eye Which is the bliss of solitude. Not only was he able to hold as permanently his own the brief spring loveliness of those daffodils, but because he was a person who trusted his "inward eye" he was able to give those flowers immortality. The flower pressed between the pages of a book would long since have become dust, but generations of us have seen those daffodils.

Continuous as the stars that shine And twinkle on the milky way.

There is something mysterious here that we need to think about. We are creatures "of the earth, earthy," and therefore we need physical protection and nourishment and comfort. We also need physical materials through which to give outward expression to inward vision. In our environment we need that which is beautiful to our physical senses. (After all, those daffodils Wordsworth saw were there; they were not figments of his imagination.) We need material objects to cherish and to combine into a setting for our daily lives. As inevitably as we live and breathe, moreover, we try to hold on to an experience, to make permanent the moment of joy and beauty by means of physical reminders. I myself, for example-in spite of all I know about souvenirs that have proved frail containers for magic hours and all I know about flowers that have become dust-carried home a four-leaf clover last evening from a walk we took across our meadow to the edge of the woods, and pressed it between the pages of a book.

Creatures "of the earth, earthy"—and yet we are so much more than this that if we put too much reliance on the physical supports of life or even on the cherished physical symbols of life, we become strangely less than our full selves. If we ask more of material objects than they can give, if we try to make them substitute for things of the mind and spirit, they become not sources of comfort and reassurance but simply part of life's burden and clutter. And we ourselves become, in the true

meaning of the word, materialists.

We might put the matter in some such way as this: Although there is certainly nothing wrong in our carrying home our souvenir post cards from the Grand Canyon or in getting them out on a later evening to look them over, we make a melancholy mistake if we think they can remind us of more than we saw with our own eyes and hearts when we actually stood on the brink of the canyon. They cannot recall to us anything that we are not able to see with our inward eye. And to the extent that we can depend on the rich accuracy of our inward seeing, we are able both to enjoy our souvenirs and to do without them.

In this simple instance we find exemplified one of the strangest truths about our human existence: that the person who has taken into himself the richest experience is the one who is most able to put to legitimate use the physical supports and reassurances of life—and also most able, when need be, to let them go.

Treasures That Are Ours Alone

The old hymn admonishes us to count our many blessings, "name them one by one." It is important also, now and then, for us to "count" the past experiences of our lives that are still warmly and dependably our own because of what we can see with our inward eye. These are part of our security. They are part of our independence. They are reminders of what life offers to the person who has not become so trapped in the hurrying, demanding present that he sees only what he must see to keep from being run over, hears only what he has to hear to make an answer that will "get by."

Where our intangible possessions are concerned the riches that are ours only because we can see them with the inward eye—each of us is an individual in his own right. Here no one can tell another what he ought to see, what he ought to remember, what he ought to cherish. Each of us is free to be himself and to support himself with what he has made his own.

Thus, for example, Alice Corbin Henderson shares with us an image she holds dear, one that her life has endowed with a warm and special meaning:

One city only, of all that I have lived in, And one house of that city belong to me.... I remember the mellow light of afternoon Slanting across brick buildings on the water front. We can imagine that if she, like Wordsworth, were lying "in vacant or in pensive mood," the picture of this city, this one house, the water front might be her welcome companion in solitude.

Hilda Doolittle, in like circumstances, might keep herself company with a different image:

> We dipped our ankles through leaf-mould and earth and wood and wood-bank enchanted us—

> and the feel of the clifts in the bark, and the slope between tree and tree and the slender path strung field to field.

I myself . . . well, I think I shall always remember this past summer in terms of morning light shining on a long bed of perennials outside my study window. Making final revisions on a book and copying the manuscript to meet a publisher's deadline, I was at my desk almost every morning early enough to see the world beyond my study window in the light of dawn. As the days passed, and the weeks, I saw the flowers that were touched by that dawn light change from those of spring to those of midsummer. When I looked up from the typing of the first chapter of the book, I saw the gentle pastels of columbine and bleeding heart and pink lady's slipper. When I typed the final period of the final chapter and sat back and looked out of the window, the sharp colors of the phlox and aconite and tiger lilies said that summer also would have an ending before long. Months from now, when the manuscript has become a book and when I hold that book in my hand and look at it, I think that what I will see with my inward eye will be a long bed of perennials with the light of morning upon it.

This Gift We Hold

If the duchess in Alice in Wonderland were with us at this point she would inevitably say, "And the moral of that is . . ." We in turn, like Alice, might protest, "Perhaps it hasn't one." Perhaps what we have been considering in this article ought not to be weighted down with special meanings and interpretations. Perhaps it is enough to say that each of us walking on this earth has the peculiar power not only to see with his physical eye what is immediately in front of him but also to see with his inward eye—and to see for keeps—all that he has ever looked at long enough to make his own.

Put a circle around May 24, 25, and 26 on your new calendar. These are the dates of the 1954 convention of the National Congress of Parents and Teachers, which will meet this year in Atlantic City, New Jersey.



• When are we teachers going to be given time to teach? When we are not collecting milk money we are supervising the lunchroom or the playground. We make out endless reports. Our paper work must be equal to the Army's.—S. L. C.

Ever hear of teachers' aides? I'm sure you know about nurses' aides, the assistants to registered nurses now so common in hospitals. Experiments with teachers' aides—who are usually, but not always, parent volunteers—are going forward in many parts of the country.

Last week a principal told me what happens in her busy ten-teacher school. Three parent volunteers will soon have the much neglected school library back in shape. They also do all the paper work on new accessions. This school draws its films from a district center, and whenever a teacher wants a film a parent volunteer with a car picks it up. Another group of parents work hard on organizing and building up a filmstrip collection.

"You know what a job it is to take children to a museum or zoo," this principal said. "We always ask two or three parents to go with each group. They are glad to go and are enormously helpful. Actually," she continued, "there are many tasks around a school that can be done by intelligent and able laymen. In some schools they work actively on curriculum reorganization committees. In others they serve on joint teacher-parent committees to write and issue school newsletters. They also collect milk money and gladly perform other chores."

I hear that the Bay City, Michigan, board of education has a Ford Foundation grant to pursue a definite program for teachers' aides. (This includes payment for some services.) When I can obtain more details I'll report them in this column.

Recently another grant went to Yale University's department of education for a joint project with the schools of Fairfield, Connecticut. Here too the question of teachers' aides will be studied.

For a "quickie" on the subject send for Teacher Load—Teacher Lift, a pamphlet published by the N.E.A.'s Department of Classroom Teachers, 1201

Sixteenth Street, N.W., Washington 6, D. C. (single copy free). You will find no reference to teachers' aides, but you will find capsuled advice on how to avoid overloading teachers. For example, among other suggestions for parents, it counsels them to "lessen the problems of routine tasks (report cards, excuses, and lunch money) by complying promptly with requests."

Let me add this hint for teachers: "Assign many routine duties to children. That's good for them and good for you."

• Our school library, if it can be called that, consists of a few shelves of books in the waiting room of the principal's office. The P.T.A. has decided to make improvement of the school library a major project this year. We would like suggestions. Please consider the fact that the school is not large and the community not wealthy.—Mrs. C. R. D.

Before you start planning, find out what help you can get from a near-by local library or your state library. Can you obtain long-term book loans to place in-classrooms? Can you arrange to have a bookmobile stop at the school—if there is a bookmobile in your section? Can the state extension service help you?

The answers are probably all "No" because you want a better library in your own school. First move: Write to the American Library Association, 50 East Huron Street, Chicago 11, Illinois, for aids, especially one called Dear Mr. Architect that costs fifty cents and tells all about the size, layout, and equipment needed for a school library.

Next move: Write for Every School Needs a Library, prepared by the Joint Library Committee of the New England School Development Council, Cambridge 38, Massachusetts, and available for a dollar. This document gets down to cases in a hurry. It winds up with counsel on whom you can look for to get support and how to seek that support—in other words, a public relations campaign.

You will find this document divided into two parts. One, toward the back, is for the community where there is no money for a librarian's salary. This part gives suggestions on a "make do" kind of library for which there is almost no money.

I judge you have in mind something more ambitious. So in the front pages you will find this recommended goal to shoot at:

"At current prices, an elementary school of 500 pupils, including kindergarten through grade eight, needs \$1,200-\$1.500 to satisfy the minimum basic needs.... This amount would provide a collection of 500 books, including a few basic reference tools, such as an encyclopedia and unabridged dictionary. Such a collection would form merely the nucleus of necessary printed materials.... If a small classroom were to be set aside and properly equipped with new furniture as well as books, at least \$3,000 at current prices would be necessary."

How much reading room space? Take the number of pupils in the largest class, add twenty pupils, and multiply the total by twenty-five, and you get the number of square feet to be allowed.

Here are some tests of a good school library:

"Are the books up-to-date, accurate, and authentic? Are they appealing to the eye, inside and out? Do they have literary merit? Are there enough reference books, literary classics, local histories, scientific books, and fiction books to make the collection well balanced? Are all these books in good condition? Are there attractive quality magazines in numerous fields to help in keeping up-to-date in current affairs, literary and scientific developments? . . . Is there a workable collection of attractive pictures that instruct and inspire? Are there clear, accurate maps to help the students orient themselves to one-world thinking?

"Are there at least a few recordings related to students' needs and interests? . . . Are there appropriate slides available to help classroom teachers arouse pupil interest in curriculum units? Are there films and filmstrips?"

You will find also in this compact bulletin a list of the basic references for choosing books, pamphlets, and magazines.

• Recently I've been elected president of our parentteacher association although I told them I knew very little about running a meeting. Taking charge of a meeting really frightens me. Do you know where I can find some practical hints so I won't feel like such a blithering idiot?—Mrs. H. R. D.

You're not alone, if that is any satisfaction. At least one state congress of parents and teachers made a filmstrip to guide its new officers in the art of conducting a meeting. This supplemented the material in the *Parent-Teacher Manual*, which you will always want at your side.

One of my close relatives was painfully shy when she was young. To get up in class required a heroic struggle. She married and, as her children entered school, became a P.T.A. member. Gradually she overcame the fear and nervousness of appearing in public. Like you, she was elected president and suffered for a while. But in the process she gained confidence and learned what it takes to keep an organization going. Now she could serve with distinction as president of any large group.

So you see where you may be going. For your immediate problem there are two new films. These are Conducting a Meeting (Young America Films) and Parliamentary Procedure (Coronet Films). In the first a small group of adults gathers for a meeting that becomes a pretty chaotic affair with everyone trying to talk. The film narrator then interrupts and suggests the use of parliamentary procedures. Then the various approved practices are enacted as the film progresses—order of business, committee reports, amendments, discussion of business, and adjournment. The second film covers much the same ground in a more serious vein. It shows an audience that includes both adults and teen-agers, and a narrator explains each point illustrated.

You will also find help in a concise pamphlet called My Group and I. You can obtain a copy for 75 cents from Educator's Washington Dispatch, New London, Connecticut. This manual goes beyond the "rules of order," and, frankly, I think you will want to consider the broader question of how best you can give leadership to the group.

Here are a few self-tests suggested by My Group and I:

- 1. How many members are really involved in the discussion?
- 2. How well is the group using its resources? Did Mr. Jones, who is the best informed member on a certain issue, have a chance to speak up when that issue arose?
- 3. Are committees handling matters that really concern the whole group?
- 4. How much time does the group spend making simple decisions? When simple issues stir up deep feeling and use up lots of time, something basic is wrong.
- 5. Do the same subjects keep coming up for discussion even though they have supposedly been settled? This could mean that the decision reached does not really represent the wishes of the group.
- 6. How good is the communication in the group? Do the members really understand one another's ideas, plans, proposals? How many of your members feel free to say something like, "I'm not quite sure what Miss Helmers meant. I wonder if she could go over that again"?
- 7. How are the rewards and criticism shared? Are some persons always getting recognition while others are ignored? If things go wrong is there a tendency to fix the blame on a certain subgroup rather than accepting it by the group as a whole?

This 32-page pamphlet has much practical advice including useful evaluation forms that help you analyze how well you are doing.

-WILLIAM D. BOUTWELL



Turkey Trade.—Today in Sacramento, California, there are four thousand fewer chances that a child will be suffocated in a discarded icebox. A simple announcement from a supermarket did it. The manager declared that on a certain day, the store would give a free turkey to anyone who brought in an old icebox door. He expected a thousand, but an avalanche of four thousand doors, some still attached to boxes, poured in before the store called off its offer.

Pinups.—A snapshot of Baby before he's a day old—that's the surprise some hospitals have for young mothers. The photo delights the parents, and one copy goes into hospital files for identification.

The High Price of Dirt.—Your chances of avoiding pneumonia and cancer of the throat and lungs are better if you live where the air is fairly clean, Dr. Clarence A. Mills of the University of Cincinnati reports. Death rates for pneumonia are higher in areas where the air is heavily polluted. In these areas, too, death rates from throat and lung cancer, usually highest among the elderly, reach a peak ten years earlier than in sections where the air is relatively clean.

Dates by U.N.—The United Nations is greeting the New Year with its own calendar in book form. The U.N. calendar has several unusual features. Many attractive photographs on the spiral-bound pages give glimpses of U.N. headquarters and U.N. activities around the globe. A practical designer left plenty of space for writing in daily reminders. The text is in both English and French. Copies are available at bookstores at \$1.50 each. Your book-dealer can tell you about discount rates on quantity orders.

Footnotes.—Either feet are getting bigger or more shoewearers have given up trying to squeeze their feet into dainty-sized shoes. Anyway that's the way things are going in Chicago, where in the last ten years the average has gone up one size for both men and women. The average for women now stands at 7½ B; for men, between 8½ and g D.

Cruising Classrooms.—The sailing date is June 28, 1954. When the whistle of a certain liner in New York harbor blows on that day, the voyagers on board will be off on a two-month trip that will combine a study of family life with a tour of Italy, Israel, Greece, Yugoslavia, Switzerland, France, and Austria. This fifth annual study tour on marriage and family life is sponsored by the State University of New York and the National Council on Family Relations. Directing the project is Eugene Link of State Teachers College, New Paltz, New York.

Books on a Mission.—Uncle Sam recently sent out to sixtythree countries copies of our two largest mail order catalogues to promote understanding of our way of life.

Vacation Volunteers.—Last summer's heat wave didn't beat down four students at the teachers' college in California, Pennsylvania. All through those sweltering days they kept at their hammers and saws, and at the end of their stint, which was entirely their own idea, they gave the little town of California the fruit of their carpentry—a wooden lung to be used for polio patients. Made of plywood, the lung cost four hundred dollars, far below the price of iron lungs, which sell for as high as nine hundred dollars.

Round-the-Globe Directory.—We can now add another item to the world's list of "firsts." This one is the first world directory of medical schools, put out by the World Health Organization (WHO). The three countries that lead in the number of officially recognized medical schools are the United States with seventy-nine, Russia with sixty-one, and Japan with forty-six.

Ten to One.—Most cities spend for police and correctional work more than ten times what they do on recreation, Interior Secretary McKay pointed out recently.

Squelching Superstition.—Friday, November 13, marked a special event in one animal shelter. On that day all the black cats living there had a special meal served to them—a treat from friends who hoped that their gesture toward the much maligned felines would help do away with superstitions generally, and particularly those persistent notions about bad luck and black cats. At last report no harm had befallen the shelter, its occupants, or the friends of the black cats.

In the Idiom of the Highway.—Feel like burning up the road? "Patience," cautions the National Safety Council, "patience in large doses." And the Council adds that "patience is the ability to idle your motor when you feel like stripping your gears."

What Harvest for Children?—Sunday, January 31, is Child Labor Day, a day on which we may well take special thought of our boy and girl workers. Consider, for example, this passage from a bulletin of the U.S. Department of Labor: "Migrant children may never get enrolled in many places where they live. Children of migrant laborers as young as seven, eight, and nine years old have been working in the fields while other children in their community were in school."

Keeping Track of Bossy.-Experts have worked out a system of identifying cows by their nose prints.

Volunteers and the

FIGHT

O National Foundation for Infantile Paralysis

At a meeting of the National Foundation for Infantile Paralysis, Mrs. Newton P. Leonard, president of the National Congress of Parents and Teachers (left), chats with Mrs. Howard E. Simmons, the National Foundation's state adviser on women's activities for Rhode Island, Hart E. Van Riper, M.D., its medical director, and Basil O'Connor, its president.

when the Boston Tea Party brought on the blockade of Boston harbor in 1774, it gave birth to a demonstration of what has become a peculiarly American characteristic. It founded, in spirit, the first voluntary movement for health and welfare—and did it before the colonists were yet a nation.

The closing of the port meant the cutting off of sipplies of food and other essentials for Bostonians. The bleak New England winter lay ahead. Other colonists, hearing of the plight of their fellow patriots, immediately began collecting and delivering provisions to the beleaguered city. From near-by settlements—by mule and horseback, by horse and wagon, even on foot—came spontaneous offerings. From as far away as what now is the state of Georgia

Basil O'Connor

President, National Foundation for Infantile Paralysis

came meat, cotton, hides, and other necessities for the temporarily not-so-proper Bostonians. Distance evaporated in the face of need.

Our founding fathers wanted to share what they had with one another in time of trouble. No laws were passed, no governmental machinery set up to help them do it. They simply responded to the situation at hand.

A hundred and eighty years later Americans still are doing this. Every day of their lives in a vast variety of ways they are helping one another voluntarily. In the voluntary associations that they have set up—associations quite apart from official health and welfare agencies—they have shared the fruits of their own labor with those who so desperately need a lift from their neighbors in the forty-eight states.

Voluntary effort today means feeding the hungry, giving aid to the sick, sheltering the homeless, and seeking the prevention and cure of a myriad of diseases. We are witnessing the flowering of that spirit displayed by the colonists of Revolutionary days.

Volunteers Join Forces

As one who is privileged to head an organization that has given opportunity for the expression of this spirit since 1938, I have seen the volunteers who make up the National Foundation for Infantile Paralysis achieve thousands of small miracles of helpfulness. And now they are planning what may become a major accomplishment of modern times.

The National Foundation, like your own National Congress of Parents and Teachers, is composed of men and women all over the nation who want to serve their fellow men in a specific field. We serve by sharing the burden of care for those stricken by polio; by providing personnel and equipment to neighborhoods, counties, and states, wherever the need exists; and by collectively backing the efforts of scientists with funds to make possible the ultimate conquest of infantile paralysis.

Sixteen years have brought such heart-lifting progress in polio research that today we are planning the largest volunteer project in the annals of public

Attack on Polio

health in this country. In 1954 the National Foundation will test a trial vaccine against polio, developed under March of Dimes grants, to determine whether it will actually prevent paralysis in the naturally occurring disease.

These tests will take place under the supervision of public health officials in the schools of more than two hundred communities across the nation. Between February 8 and June 1, 1954, vaccinations will be given to from five hundred thousand to one million children of the second grade. The project will enlist the cooperation of hundreds of thousands of volunteer workers, both lay and professional. Upon them will fall the exciting responsibility of helping to find out whether paralysis from polio—the only epidemic disease still on the increase in this country—can be prevented.

The projected trials represent the practical fulfillment of the dreams of three million March of Dimes volunteers, eighty million voluntary contributors, thousands of physicians and educators in all parts of the world, and hundreds of scientists in their laboratories around the globe. They represent your dreams, too—the dreams of P.T.A. members everywhere who make up your vast and effective organization. That is why we of the National Foundation are gratified and stimulated by the pledge of cooperation your national officers have already conveyed. The traditional American desire to help a fellow American inspires your volunteers as it does our own.

The Test: Who and Where

Let me tell you how the trials will be conducted and show you the ways in which parents and teachers can play a vital and dramatic part.

In last month's National Parent-Teacher Hart E. Van Riper, M.D., medical director of the National Foundation, outlined the many steps leading to the development of a potential killed-virus vaccine against polio, a vaccine that gives promise of protection against the paralytic disease. It is this trial vaccine, developed by Jonas E. Salk, M.D., research professor of bacteriology of the University of Pittsburgh

and a National Foundation grantee, that is to be tested in the forthcoming trials.

Dr. Salk already has given the trial vaccine to seven hundred children and adults in the Pittsburgh area without ill effects of any kind, not even sore arms. Before the mass tests get under way, he will have injected it into the arms of at least five thousand, and more probably ten thousand, persons in a continuation of his studies. As he works, the National Foundation, with his advice and supervision, is working with manufacturers to produce commercially sufficient amounts of the same killed-virus vaccine for the inoculation of the children who will volunteer to take part in the mass trials this year.

When the vaccine is delivered to the communities in which the trials will be held, it will have gone through triple tests for safety. The pharmaceutical houses manufacturing it, Dr. Salk's own laboratory, and the Laboratory of Biologics Control of the National Institutes of Health, which licenses and controls the manufacture of all biological preparations, will have tested it independently.

Counties to take part in the trials are being selected on the basis of their polio history during the past five years. Eligible counties are those that have had significant incidence of polio among the seven-year age group (the age of second-graders) from June through September in the years 1948–52 and that also have health and education facilities adequate for handling the gigantic task. Not all such counties can be included, since the number must depend on the amount of vaccine that can be produced and tested before the deadline of June first. Selection also will be influenced by the general pattern of socio-economic factors and geographical location, to provide a truly representative picture.

"Spread" throughout the country is important because, although polio has recently been attacking year after year in certain areas, there still is no way to predict where it will strike in any one year. But if we go into as many as two hundred or more counties in widely separated areas it is believed that a sufficient number of the counties studied will have polio in 1954 and thus will provide a scientifically significant result.

Only second-grade children will receive the trial vaccine. Records also will be kept on first- and third-grade children, however, for they will be the "controls" against whom the second-graders will be checked next fall, when the usual height of the polio season has passed. The number of paralytic polio cases occurring in the second-graders who were vaccinated will be compared with that of the first- and third-graders. It will also be compared with the polio records of their own sisters and brothers and with the case rate of second-graders in communities where the trial vaccine was not given at all. These records and those of other studies, when compiled, will tell us what we want to know.

As I envision the scene in at least two hundred counties throughout the United States next spring, I anticipate a tremendous demonstration of the American spirit. Hope and faith will be there, yes, but in addition there will be practical teamwork. A willingness to work and work hard is essential to success. And there will be no reward other than the lifelong satisfaction of having contributed to a project that may turn out to have results of immeasurable value to the whole American people.

Whatever the results of the study, it will be the largest demonstration of cooperation ever achieved between lay and professional volunteers. And to you, who are wise in the ways of voluntary action, I need hardly outline what a vast amount of work there will be for these volunteers.

The vaccinations themselves will be given by local physicians under the supervision of local public health officials. But the nonprofessional tasks involved require many other hands and minds. School superintendents, principals, and teachers will help organize schoolroom clinics on three separate days. (The first and second shots of the trial vaccine are to be given a week apart, with the third following at least four weeks later.) Each child who is injected will have to have the signed consent of his parents, who will agree to bring him back for the second and third shots.

Parents and teachers, neighbors and friends must

be informed of the nature of the undertaking. Volunteers must be found for keeping the records, those all-important records that must be precise and accurate and all kept in the same way. Follow-up procedures, to explain to parents and make sure their permissions are given, will also be in the hands of volunteers. And the job of manning the clinics to help make the inoculations an orderly and smooth process will engage more voluntary time.

These are the tasks for which we look to men and women of the parent-teacher organization as well as to other civic and service groups. Health and school authorities and our local National Foundation chapter volunteers—your friends and neighbors—will be at the heart of the operation. But they cannot do it alone. They need the help of the whole community.

A People's Cause

The assault on polio always has been a family affair. Parents and children by the millions have poured their spiritual and financial resources into a hope chest against polio. They have been partners of research scientists and hospital experts in smoothing the way for patients and their families; providing funds for the payment of hospital and patient-care bills; helping the hard-pressed nurses and physical therapists as polio emergency volunteers in hospitals and homes; driving long distances, sometimes in the middle of the night, to obtain equipment such as iron lungs for patients sorely needing it. And, not the least important of their contributions, they have provided the funds through which polio research has come this far—and hopes to go further.

The American family already has spurred the course of polio history along the road that has led to February 1954. It is no more than poetic justice that to these same families will fall the rich reward of organizing and participating in the tests that will determine whether the end of the road will be reached.

These are stirring days in the fight against polio. Whatever the results of the field trials—and we have faith in those results—the trials themselves make a glorious drama of the American spirit of voluntary action for the common good.

"Why can't we put a school cafeteria in that building?" the parents of Stony Point, New York, asked as they looked at a nondescript structure near the school. It took the eyes of a dreamer to see the building as a cafeteria, but there were dreamers in the group that day. Everyone in the small community of two thousand knew that the school, which housed both grade and high school students, had no facilities at all for hot lunches. The parents took their idea to the school board. The board gave consent but no cash, so the Stony Point Parent-Teacher Association went into action, People responded generously. Eighteen fathers donated their labor, working from January to June at painting walls, installing a new heating system, putting in a new foundation. From the Stony Point Boy Scout camp came a loan of tables, trays, and utensils, all in time for the grand opening in September. Within a year, during which about one hundred and fifty meals a day were served, debts totaling more than \$1,100 were paid off. Later the school board appropriated funds for additional equipment. "I wish you could see the building now, attractive inside and out, and children getting the hot luncheons that active youngsters require," writes Ruth Powell, national chairman of the School Lunch Committee. "This is what community teamwork and willing hands can produce,"

New Hope for



AUDIENCES

"For thirty minutes the audience watches the drama."

CONTINUED

IN a darkened school auditorium mothers and fathers are watching a play. The stage holds only a few props. The actors are in everyday clothes. The scene that unfolds might be taking place in almost any home in the land: It is long past suppertime, and ten-year-old Tucky hasn't come home yet. His father, is pacing the floor, pouring out his anxiety to Aunt May, an understanding confidante, whose own boys are all grown.

For thirty minutes the audience watches the drama. For thirty minutes the family on the stage becomes their family. Tucky is their child, and each one of them is Jeff, the father, wondering how to take in hand a ten-year-old who's been tagging along with a gang of older boys. They share Jeff's worry and alarm, and when son Tucky finally comes swaggering in with a tall tale about his absence, they share the father's exasperated relief.

The play is good theater; it is entertaining; it holds the audience. Laughter breaks out often as the parents recognize a familiar predicament or as Tucky lets go with a bit of colorful lingo.

Like all good drama, the play does more than amuse; it teaches. Parents see their own problems come alive. Watching Tucky's father, they make the comforting discovery that other parents too have their problems. Before the curtain falls, the audience, along with Jeff, wakes up to Tucky's reasons for tagging after older boys.

A lecturer could have talked to these mothers and fathers about the needs of ten-year-olds. But the most gifted speaker could only have talked about children. Tonight the audience saw a father and son in action, and the impact of the drama was sharp. The open discussion after the play proved that. It was one of the liveliest of the year. Parents asked questions, thrashed out their doubts, and probed into every cranny of the situation they had seen on the stage.

In many communities today discussion groups are putting on plays as part of their regular meetings,—short, pointed dramas on problems of the home, the school, and the community.

If your group has never put on a play you may hesitate to propose a venture into the world behind the footlights. Counting over your theatrical assets you may feel a defeating sense of poverty. "We have no stage," you protest. But to put on a play you don't need a big stage, fancy lighting, a velvet curtain, and storerooms bulging with props and costumes. Plays—stirring ones—have been staged on the back of trucks and farm wagons with next to no equipment. The USO and other groups have done it.

Your players can perform wherever your group holds its meetings—in a school gym, a school auditorium, a classroom, or a living room.

"But what about actors and actresses?" you may object. "Not a soul here has done a bit of work in dramatics."

No matter. Fine performances have been given by untrained actors, especially when they were dealing with familiar feelings and situations. Like these amateur players, your members may find themselves completely at ease in their roles. But don't worry about a super performance. You're not looking for an Oscar.

After these assurances you may still have qualms about performing in public—even the friendly public of your own meeting—without help. You recall that unknown novices who blossom into star actors overnight have had the help of skilled directors, who show them how to get feeling across to an audience, how to wring the most from a shrug of the shoulder, a whispered word. True, a dramatic coach could teach you some valuable acting techniques, and if dramatic direction would add to your confidence, invite a high school drama instructor to one or two rehearsals. Or perhaps he may wish to direct the play.

Even with expert direction your performance will fall short of professional. Yet playing a role, however poorly, brings its own satisfactions. One is the satisfaction of doing instead of watching others do. Many a member, weary of watching or listening to movies or radio programs or TV shows, will leap at the chance to do a bit of acting himself. There is the satisfaction, too, of growing into a part, of feeling the stage character take hold.

Before we leave the question of players, a few warnings on casting should be sounded. Have men play men's roles. You're putting on a play with the hope that it will add to family and community understanding. So let men in on the act. For the same reason the role of a boy or girl should be played by a young person.



"The performer, script in hand, reads to the audience."

One more caution. Don't cast players in roles that match their real-life characters. For example, don't cast a worrier as a worrier. Don't ask a mother who is perpetually exasperated to play the part of one who is ever at her wit's end. To do so will deny the player a chance to grow into a different role, to try out a different set of feelings.

At this point you may bring up another objection: "Putting on a play takes time—long stretches of time that most of us can't afford."

Granted. Here you do have a point. Memorizing parts and attending rehearsals is so time-consuming that for some groups preparing a half-hour play may be out of the question. But you can take even this problem in your stride.

If your group can't put on a full-blown performance, you might do what one workshop group in a western state did recently, try a platform reading. Here the performer, script in hand, reads to the audience. One person may read the entire play, taking all the parts. Or several members may read, each one taking a different role. In order that the readers may become familiar with the play, give them copies of the script a week or two before the meeting.

Or you might ask a drama group outside your organization to put on a certain play at one of your meetings. Take your suggestion to a little theater group in town or to players at a university or teachers college. They may eagerly seize upon your idea, and their help would confer triple benefits: They would learn about your organization and its work; they would see at first hand the possibilities of drama in adult education; and they would absorb the ideas in the plays themselves. This learning might have farreaching effects, particularly on future teachers.

We've talked about places to play. We've had a word about players. What of the plays themselves? Where can you get scripts?

Scripts—Tailor-made or Ready-made

You may write your own single-handed, or several of you may collaborate, drawing for material on some issue affecting the home, the school, or the community. Being your own playwright has its advantages. Your drama will be tailor-made; you may show the problems and the solutions that you want to. If playwriting calls for more skill and time than you have, a talented writer in your community may be able to come to your rescue. Some communities have writing workshops that welcome ideas. Such a group might be glad to help you work out yours.

And, of course, you can turn to already published plays that combine skillful playwriting with concern for family or community problems.

Over more than a decade the American Theatre Wing has been encouraging community-centered drama. This group, organized a few days after the United States entered World War II, evolved a new kind of play—a fifteen-minute sketch that calls for no scenery or special costumes beyond a table, a few chairs, a shawl, or an arm-band. With a cast of three to five actors, the plays could be, and were, staged almost anywhere from a factory to open railroad tracks.

Plays with a Purpose

Today this group is using similar techniques to dramatize current problems. Their script-writers have prepared plays for many agencies concerned with health, public welfare, social service, and other problems. Among their scripts is one on veterans' housing and one on the problems of hungry Europe, written at the request of the U.S. Department of Agriculture.

The play described at the opening of this article is an American Theatre Wing play, part of a series by Nora Stirling entitled *Temperate Zone: Three Plays for Parents About the Climate of the Home.* The names of the plays themselves were taken from weather forecasts: "Scattered Showers," about three mothers and their preschool children; "Fresh, Variable Winds," about a ten-year-old; and "High Pressure Area," about two adolescent girls. Prepared in cooperation with the National Association for Mental Health, the plays fuse the principles of mental hygiene with excellent theater. Lawrence K. Frank has prepared a discussion guide for the series.

Three other American Theatre Wing plays, also by Nora Stirling, have special appeal for parent-teacher groups: "And You Never Know," about a twelve-year-old's jealousy of her sister; "The Ins and Outs," about four high school students who belong to a group and one who is excluded; and "The Case of the Missing Handshake," about manners and respect for others.

The settings are simple—a living room or a park. Props may include a table, chairs, and telephone. Based on family situations, each play is about half an hour long. The plays may be put on with or without professional actors, except in and near New York City, where only professional actors may be cast. No royalties are required unless admission is charged.

Audiences grasp the ideas in the plays readily, and in open discussions afterward they have a chance to air their own problems and questions.

Let's hear what one experienced observer, Paul T. Rankin, assistant superintendent of the Detroit Public Schools, has to say about the plays:

One or more of the plays on family life written by Nora Stirling of the American Theatre Wing for the National Association for Mental Health were presented in seventy Detroit schools for parent groups during the year 1952–53. In most schools the cast was composed of parents or teachers from that particular school. In some cases, however, the cast which developed the play in one school presented it not only there but also in one or more other schools. The usual pattern was to have the play be the major feature at a particular program of the parent-teacher association.



"The settings are simple. . . . Props may include a table, chairs, and telephone."

. . . The discussion after the play was very live in most instances and was participated in by a much larger proportion of the persons present than would be true at another type of program.

The key to the value of these programs, I think, is (1) that parents get the reassurance of seeing that other parents have problems somewhat similar to their own; (2) that parents talk, in the discussion period, about the problems dealt with in the play and yet are dealing with problems real to themselves; and (3) that the plays have been written so carefully, with such good advice from consultants in the field of mental health, that parents get support, reassurance, and guidance from merely seeing a play.

The plays may be obtained from the National Association for Mental Health, 1790 Broadway, New York 19, New York.

You may also get suitable scripts from UNESCO, 2201 United Nations Building, United Nations, New York. To Live in Faith, a play based on the work of UNESCO, has been presented before many groups. While the play may be appropriate at any time it is especially suitable for International Theatre Month—March. This month was set aside in 1949 for special theatrical observance of the ideals of international friendship.

Among the other organizations that may have suggestions for your program are the American National Theatre and Academy (ANTA), one of the few organizations chartered by the U.S. Congress (1545 Broadway, New York 17, New York).

You think you may try a play? Good luck. You and your group will be glad you had the idea. For the best plays are a venture into wisdom. Throughout the centuries the great artists of the theater have recognized this. They have written and played knowing that theirs was the art of teaching and amusing, of bringing men light and, with it, delight.

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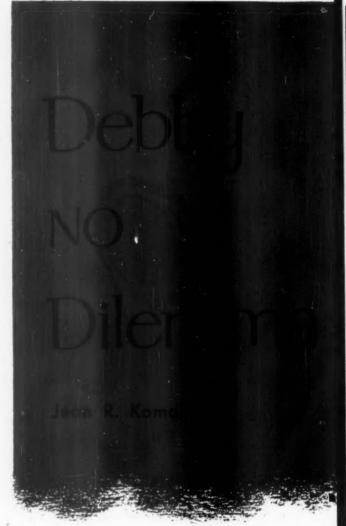
Career girls turned mothers may be good, but career mothers may be happier. So at least, thinks one of the former, who is bent on training her daughter to be the latter. There are many who will say that there's common sense on her side—and the experience of centuries.

NOT long ago my four-year-old daughter and her thirteen-year-old cousin were sitting in my kitchen eating breakfast. The blonde and adolescent Sarah turned to little Debby, and between large helpings of waffle lectured on her future. "You know, Debsy, I haven't made up my mind yet whether I'll be a sculpturess or a painter."

Debby, who makes up in practicality what she lacks in artistry, took a long look at her older cousin. "But Sair," she finally said, "what's wrong with just being a housewife?"

Domesticity as Destiny

"What's wrong with just being a housewife?" The question came as quite a shock to me, as I have been a noisy member of that generation of women brought up to be career girls. Like my lady lawyer and geologist friends who have traveled the time-honored path from the altar to the home, I have adopted diapers and dishpan with the scorn that the stepsisters gave Cinderella. Having baked my cake (always a packaged mix) and found the eating a bit hard, I was both amazed and delighted at my little girl's bland acceptance of her fate. And because she accepted her ultimate role so naturally, Debby forced



me to think some long thoughts about bringing up a daughter.

Maybe a four-year-old is just ripe for household chores. At any rate, this one thoroughly enjoys a dustcloth, and she goes into ecstasy in her grandmother's kitchen (nothing comes in mixes there). Or maybe her psyche has been prematurely damaged by hearing me grumble and grouse about mountains of washing and gallons of furniture polish. The fact remains, however, that she likes housework, and spends many hours debating whether she will be a maid or a mother when she grows up. I was never like that, nor at four could I fold the laundry, beat eggs, or set the table. It all seems to come naturally to Debby, and if I can swallow my pride and quiet the rumolings of my career I'm going to see that it stays that way.

Perhaps my Dutch-bobbed daughter is a throwback to her great-grandma's generation. In the gilded



era of Queen Victoria, regardless of a family's income, girls were expected to grace a home. If there were servants to cook the soup, at least the ladies watched. And every household boasted a "Home, Sweet Home" sampler done by its daughters. In poorer homes, tasks were allotted to the smallest toddler, and as a result Grandma's generation took domesticity in its stride. Pulling strudel over the kitchen table was fun, and Grandma spent life happily between Küche and Kinder.

By the time my mother came along, the picture was changing. Carrie Chapman Catt and Susan B. Anthony had brought the ladies out to vote, and little girls were talking about careers and college. It was slow going at first. My own mother remembers the slight scorn with which her friends greeted her announcement that she was going to work. "Why?" they wanted to know. "Get married," they pleaded, "and join our Tuesday sewing group." After a few

years, Mother did. For her the shift from profession to pantry was easy, because her basic training had been that of a homemaker. She knew that floors needed polish and that custard needed vanilla.

But Mother's taste of independence spelled doom for me and my generation. A well-intentioned gentleman had invented twenty-seven varieties of canned soup. And while a Mr. Hoover was sitting in the White House, another Mr. Hoover won tremendous popularity with a machine called the vacuum cleaner. Classified want ad sections began flaunting "Women Wanted" columns. Everyone from the corner butcher to the clothing manufacturer was helping to take the harassment out of housework.

Into this mechanized world came a hoard of little women whose parents had determined they were cut out for glorious things. We were probably the most lessoned generation since Eve. Art, ballet, the violin—every child had a hidden talent, and every parent was willing to pinch pennies for the rosy future. Noses and teeth were straightened at a maddening pace. Summer camping hardened muscles for tennis if not for the kitchen table.

The result of all this body-beautiful, career-crazy training was of dubious benefit. Girls were educated and graduated in every specialty except that of homemaker and mother. And since nine tenths of us eventually wound up in front of the hearth and over the stove, we were—and are—ill equipped for our prime career. It isn't even so much that we are physically untrained as that we are emotionally uncomfortable in the role of our choice.

Housekeeping Minus Artistry

A friend of mine who held down a big job before her marriage once complained to me, "You know, I can address a convention of a thousand men without batting an eyelash, but just give me a bucket of water and a nine-by-twelve room to scrub, and I go haywire. I seem to get caught in a maze of arms and dirty water. And moreover," she added, "even after the floor sparkles, who cares? No one applauds housework."

Another friend who has spent years giving sound and confident counsel to worried parents honestly admitted, "You know, I go wild after a day at home. How in the name of heaven can you be stimulating for your husband after chasing a two-year-old for twelve hours?"

Both these girls are happily married, and both spend their evenings-out regaling friends with their children's antics. But when it comes down to the long, hard pull, the day-by-day grind of housework, they—and I, and thousands like us—wear their careers on their sleeves. And why do we take it all so hard? Simply because we are untrained, both physically and emotionally, not only as charwomen but in the more subtle aspects of housewifery.

The contentment of home baking seems like a waste of time to a generation raised on the products of the corner bakery and the supermarket. And yet there are times when I rather envy the sweet smell of rising loaves in the homes of my older friends. Certainly the satisfaction of growing one's vegetables and canning them, the knowledge that one is providing for the well-being of the family, must be a pleasant one. And the little niceties—the bouquet of home-grown daisies, the perfectly starched shirt, and the hand-smocked dress—these had an appeal that is understandable still. But, alas, they have vanished with the chesterfield, the bustle, and the one-hoss shay.

True, our homes are more attractively appointed. Thanks to the designers in Grand Rapids and the textile workers in New England, Grandma's antimacassars and cumbersome furniture have given way to appointments of a more utilitarian and graceful style. But the bed with built-in shelves and radio, which doubles as a couch by day, is symptomatic of the whole packaged-mix, frozen-food, cheaper-by-the-dozen society in which we live.

By switching three buttons in my house I can, for instance, cut Grandma's "Monday, washday; Tuesday, ironing day" schedule down to a few hours. While the machines are busy I can vacuum, polish, mix, and grind—in my best dress, if I wish—and still come out fairly spotless.

Untrained as we are, and assisted in our ignorance by an army of mute but clever machines, we go unhappily about our business of homemaking, stripped of the harassment and artistry that once made it Grandma's full-time career.

Design for Debby's Living

I'm not suggesting for a minute that we turn back the clock, abandon the automatic washer, and call a general strike on the frozen food industry. But I do think we can and must bring up a new generation of little girls to think that homemaking can be quite an art. Further, we can see to it that housework becomes as matter of fact for them as tying shoelaces and brushing teeth.

My own little girl likes to putter in the kitchen. She even likes the more routine tasks of dusting and mopping. I'm going to encourage her enthusiasm, and long after the enthusiasm has left I'm going to see that she knows how to do all these things and

that she does them well. I'm going to do this for several reasons: first, because she is part of a family living in unison and, second, because I feel that when she has a family of her own, the chores will be accepted as normal procedure and not as a gargantuan ordeal.

I'm certainly not going to tell Debby, as my mother told me, "You're a smart girl, dear. You can read, and anyone who can read can cook a meal." True, I cook one, but it has all the dash of a first-grader attacking Milton's Paradise Lost.

I'm going to encourage Debby to learn the fine points of homemaking—not by reading labels and books but by watching someone who approaches the whole affair with style. Since I can coach her thoroughly in the shortcuts, and only the shortcuts, she will probably take her advanced training from "Gram," who can turn a stew into festive finery.

And what's more, I have no intention of stuffing my little girl full of lessons and hopes and promises for a bright career. If she shows a deep interest or a definite flair for something, well and good. She will get her training. But long before she does, she will be fortified and made secure in the answer to her own question, "What's wrong with just being a housewife?"

I am not saying, however, that she should forget about vocational training. She must not. All girls these days must know how to earn a living. But what I am saying, and emphatically, is that in our household we are changing the emphasis. We are raising our daughter first and foremost as a potential wife and mother. We want her to have a good time, to get along well with people, and to develop the skills that she has. But should her nose lack the proper tilt and her prose the proper lilt, we hope that both we and she will have no false illusions. We would rather have Debby grace a home with the contentment and security of her Victorian grandmother than go through life crucified on her career. I think we are doing her a kindness. And I'm sure my husband, for one, is looking forward to his first taste of home-baked bread.

Jean R. Komaiko is a graduate of Smith College and a gifted free-lance writer. Besides Debby, the heroine of this piece, Mrs. Komaiko is the mother of a young son, Billy.





Public Education

Committee on School Education

National Congress of Parents and Teachers

John W. Studebaker, Chairman

Last spring, assisted by state presidents and other parent-teacher leaders, the Committee on School Education asked parents throughout America to decide what questions about education and the schools seemed most serious and important to them. Hundreds of these queries came flooding in to the committee from almost every state in the Union. From among them 101 were selected as most representative of country-wide concern. The answers are appearing in a series of articles, of which this is the third.

25. Does "life adjustment education" have significant meaning, or is it something of a passing fancy?

"Life adjustment education" is one term given the movement that seeks to reshape the high school curriculum so that it may have more value for more boys and girls. This reshaping of the curriculum takes different forms in different communities, depending on what educators and laymen, after investigation, find to be the high school's chief weaknesses.

Such an investigation often begins with interviews of boys and girls who have dropped out of high school. They are the students who are not going on either to college or to specialized vocational training and who need an education that will equip them to live "healthily, morally, democratically, with satisfaction to themselves and profit to society."

Dean W. Mickelwait, principal of the Eugene High School, Eugene, Oregon, explains what the movement is trying to do, in this way:

"Schools do not have identical problems. Each school must decide what course of action it is to take. But changes such as the ten listed below are needed in many communities:

"1. Deemphasize formal examinations. Teach students to think, not merely quote words.

"2. Revise promotion policies. Determine passing, failing, and graduation on a larger basis, such as the student's success or failure as a future home member, worker, and citizen. "3. Improve the teaching of citizenship . . . through active participation. . . . Make government meaningful.

"4. Stress moral and spiritual values. Make use of the spiritual leaders of the community, . . . Let students work on moral problems that are of importance to them.

"5. Develop the area of family life instruction. . . .

"6. Improve the guidance and counseling program. . . .

"7. . . . Provide additional recreational facilities, make the school a place where students will gather at times other than from nine to three, five days a week.

"8. Hold vocational information days, business education days, or other programs to correlate the school and the community.

"9. Improve health, safety, and physical education programs. . . .

"10. Consider consumer education. Is this useful subject properly taught?"

26. What may be the direction of the development of the curriculum in the high school?

The high school of tomorrow will emphasize the teaching of citizenship through participation in the school community and the adult community. It will try to teach boys and girls how to face and resolve issues; how to weave into each life the moral and spiritual values of our society; how to enrich daily living with reflection, enjoyment of the arts, and creation of beauty. It will not neglect the slow learner or overlook the gifted.

The high school of tomorrow will develop abilities needed for earning a living. It will offer courses for those planning to enter business, agriculture, and the trades and crafts and for those who wish to prepare themselves for college. It will give emphasis to appropriate ways of helping boys and girls to make a home and to meet home and family responsibilities.

In a speech visualizing the high school of the second half of the twentieth century, George D. Strayer, Sr., said:

"We will have schools where people are expected to live and play and work like normal human beings. We will have a great variety of opportunities in libraries, laboratories, and workshops; we will have visual aids, community contacts, camps. All of this will be the school environment. The school will not be something outside the community. We will have a situation in which intelligent citizens will not merely assent to what is proposed but will contribute to the development of the high school program."

In terms of the curriculum in general, the four-year high school of the future will probably require all students to take three or four years of English, four years of social studies, including at least one semester of economics, four years of health and physical education, one semester devoted to an intensive study of safety, and one semester of general business practice. Students will be able to choose subjects from the widest range of electives that the school can offer, keeping in mind necessary economy and good quality of instruction. Furthermore, the school will extend its provisions for meeting individual differences by enabling some students to take correspondence courses in subjects not offered in the classroom. And finally, the high school of the future will include expertly operated and thorough programs of guidance.

27. What is the role of the school in preparing youth for vocations?

The school begins very early to prepare young people for vocations. When first- and second-graders visit the local



O Chicago Public Schools

dairy, factory, or post office they get their first glimpse of the world at work. This knowledge is extended by reading books on careers and listening to "resource people" tell the class about their work—the journalist, the mechanic, the gas station attendant, the banker. The good habits of work, punctuality, and attention to detail that children learn in the elementary and middle grades will be of value to the future breadwinner. But even more important, all the school's resources are concentrated on helping the child learn how to think, how to solve problems, and how to be a good person. These qualities, too, are needed for success in one's lifework.

Some high schools provide trained vocational guidance counselors who help students discover their abilities and aptitudes and gather facts about occupations and opportunities for training and employment. Many schools also offer courses that introduce young people to future careers—industrial arts, agriculture, trades, homemaking, business, science, dramatics, journalism, music, and art.

But many American high schools still overemphasize the academic, "college preparatory" subjects, thereby serving only about 50 per cent of their students. Yet the "neglected half" actually constitutes a large proportion of the future homemakers, farmers, factory workers, small businessmen, and single-skilled and semiskilled workers. Says the American Vocational Association: "These young people, like those who enter college, are entitled to some specialized instruction at the secondary school level that will be of direct benefit to them in finding and holding jobs."

More than thirty-five years ago, the federal government gave its support to the states and local communities in carrying forward a system of vocational education in our public schools. By pooling resources—federal dollars being matched by state or local dollars—the public schools can provide boys and girls with training in trades and industries, agriculture, and homemaking.

We have today a fairly well-organized system of vocational education. Some say it is not big enough or varied enough to serve the needs of American boys and girls and that more federal money is required for this purpose. Others say that the federal government has already done its share and that the states can now pay for vocational education without federal help.

This debate, whatever may be its outcome, serves a useful purpose. It points out to all of us that the public schools can have an important role in preparing youth for vocations—as large or as small a role as the people wish.

28. How does kindergarten benefit a child?

Kindergarten is not a sort of preparatory school for four- and five-year olds. Rather, it serves their total development and provides experiences that lay a foundation for later learning in the elementary school. Here are some of the kindergarten's specific values:

 Kindergarten marks the child's first big step away from home and parents. It provides a happy situation where he learns, without pressure, to do many things of basic importance to his further development.

2. In the kindergarten a child learns to work and play with other children his own age. He learns how to stand up for his rights and to respect the rights of others, to cultivate patience, and to overcome shyness. No matter how fine his home surroundings or how normal a child he may be, there is a distinct advantage in learning to get along with other people in a group.

3. Good habits and self-help are often more readily acquired in a group than at home.

4. Children are given satisfying outlets for their play through the use of clay, paints, blocks, and many types of equipment. They also have rich experiences with music, numbers, and storytelling.

29. Are prekindergarten programs recommended only for children whose mothers must work?

The term prekindergarten is often used as a synonym for nursery schools, play groups, and child-care centers. All these services grew up because parents wanted their young children to profit from the new scientific knowledge about child growth and development, to have group experiences before entering kindergarten or first grade. In the beginning the prekindergarten centers served chiefly the more well-to-do families. During the 1930's and 1940's public schools, with the aid of federal funds, established nursery schools and child-care centers to provide services for children of low-income families and children of employed mothers. Though many of these programs continue to serve children whose parents are employed, they are not operated primarily as a supplementary service to the home. Whether they operate on a half-day or full-day

schedule, their primary aim is to give young children a good educational experience and give parents a better understanding of the needs of their children.

30. How important is adult education?

A number of educational leaders think that adult education is the most significant development of our generation, if not of our century. Indeed one university president is reported to have said. "The adult education movement is the greatest educational movement ever to pass down the halls of time." Its significance lies in the extension of the educational process throughout life. A great deal of modern adult education is concerned with helping people solve their economic, social, political, and personal problems.

Through broad programs of adult education people are better enabled (1) to adjust to the changes required by an ever-accelerating science and technology and (2) to create and control those changes.

31. Are correspondence courses an effective means of adult education?

For more than sixty years correspondence courses, academic and vocational, have proved themselves an effective means of education for tens of millions of out-of-school youth and adults. Correspondence study is one of the most flexible approaches to adult education. It offers people the training they want, in the place where they are, on a schedule that best fits their needs, and at a price they can afford.

32. How can we take adult education out of its present "stepchild" status in our system of public education?

To get answers to this question, we called upon a panel of leaders in adult education: Thomas A. Van Sant, director of adult education in Baltimore, Maryland; R. J. Pulling, chief of the New York State bureau of adult education; Henry J. Ponitz, chief of the division of adult education in the Michigan Department of Public Instruction; and Warren Schmidt of the Adult Education Association of the United States. Here, in part, are their replies:

Mr. Van Sant. "For good or bad reasons, there are still millions of adults in our country who cannot read and write, and millions more who read and write so poorly that they make no effort to use these skills. Even well-educated adults, however, face a constantly and rapidly changing world, one that demands new work skills and presents new home, community, and political problems.

"During the Depression the public schools helped millions of adults acquire new job skills and learn how to use their leisure time more creatively. World War II placed a huge burden on the public schools. Not only did workers have to be trained and retrained for war industries, but there were also civil defense training, pre-induction training, and consumer education. Immediately after the war, the schools were deluged with veterans demanding all kinds of educational training. The men and women of the armed forces had learned, as never before, the value of education.

"Today public school adult education faces new requests for services. Our aging citizens, whose numbers are increasing every year, look hopefully to the schools for help in learning how to make their later years both rich and productive."

Dr. Pulling. "There are encouraging signs that adult

education is no longer considered a 'stepchild' in our system of public education. The legislatures of several states are offering financial aid to the public schools for the education of adults. A number of state departments of education have established adult education offices, staffed with specialists, to help local school systems. Many colleges have courses for the training of adult education teachers and leaders.

"These and other signs lead to the conclusion that adult education is becoming a third great branch of public education, along with elementary and secondary education. It will finally join the public school family when more adults say that they want it and need it and are willing to have it provided at public expense."

Mr. Ponitz. "Three things should also help adult education move out of its 'stepchild' status. First, in setting up their annual budgets, local school districts should make specific provisions for adult education. Second, states too should carry adequate budget items for adult education, and state educational authorities should provide more staff members to help communities with their programs. Third, the U.S. Office of Education should provide competent consultants to discuss adult education programs with state departments of education."

Mr. Schmidt. "A little salesmanship might help. I have in mind such devices as these:

"Adult Education Week. In several cities and in at least one state, a week in September is designated Adult Education Week in order to call the public's attention to the large number of adult education resources available to them. 'Let's All Go Back to School' has been one slogan used effectively during such weeks in Chicago, Baltimore, and St. Louis.

"'Testimonials' by adult education students. The testimony of satisfied students speaks effectively for the importance of adult education. This was shown recently in California. When state funds for adult education were endangered because of newspaper attacks, students in adult education classes deluged legislators with letters, telegrams, and personal calls. As a result, public school adult education emerged stronger than before.

"Special courses to meet community needs. In some cities, imaginative public school administrators sense specific community needs that can be served by adult education courses. For example, Richmond, Virginia, set up a special course to train people in giving directions to the tourists who visit that city each year. Policemen, bellhops, taxi drivers, bus drivers became enthusiastic 'pupils.' The short course for these groups covered historical points of interest in and around the city, gave instruction on how to help tourists, and then took members of the class on a supervised tour of the city's places of interest. Similar courses are now being offered in other cities that attract tourists."

33. Since his home life is so important to a child, would it be too idealistic for the schools to think in terms of courses for parents?

Not at all. Schools are not only thinking about courses for parents; some, though not enough, are doing a good deal to provide them. Many communities interpret "courses for parents" broadly. They believe that because the family plays such a vital role in the development of the child, a community should provide adult education courses focused on family living.

Family life education draws much of its root strength from home economics and parent education. Good teachers of home economics have always been sensitive to the "wholeness" of family living. For many years, however, their work has been centered around the teaching of specific skills, particularly cooking and sewing. Parent education, meanwhile, was concerned with the tasks of child training and care.

Modern parents need a sound knowledge of child development, but they need more than this. They must know how to help every member of the family gain satisfaction from his relations with the others, thus heightening the joys and lowering the tensions of life in the family and in the larger community. That is why adult education programs in forward-looking communities are experimenting with a vast range of activities, including not only courses in home management but those concerned with human relations, child development, pre-marriage education, use of leisure, mental health, recreation, and a host of others.

Most school systems would like to introduce similar courses for parents. Some have succeeded: others are searching for the needed money and teachers. At present, some six hundred thousand adults, fifty thousand of whom are men, are enrolled in homemaking education courses paid for in part by the federal government and the states. Though these figures are small, they are 300 per cent higher than they were in 1937.

Recently there has been a drop in enrollments for adult homemaking courses. The reason? Not enough teachers. This dramatizes the fact that family life education courses are not self-starting or self-sustaining. If parents want them, they must express an interest in them and support them. They must work with professional educators in planning curriculums and in keeping classes going.

Some excellent courses for parents are also available from reputable correspondence schools. These courses are "made to order" for parents unable to attend competently taught classes.

34. What is meant by "special education for exceptional children"?

"Special education for exceptional children" means any type of educational program specifically planned for children who are handicapped physically, socially, or mentally or for those who are unusually gifted.

How little we know about this problem is suggested by the wide range of estimates of its scope. The National Society for the Study of Education conservatively estimates that "from 10 to 12 per cent of children of elementary and secondary school age would be considered 'exceptional' and in need of special educational services." This means approximately four million children.

Provisions for special education fall far short of the need. In 1948 only 378,059 handicapped children were being educated in special schools and classes. Some hometrained children are taking correspondence courses. The many others either attend regular classes or get no systematic education at all.

Where exceptional children are part of a regular class, the teacher may need to spend so much time helping them that the rest of the group may suffer.

One deterrent to special education has been cost. Braille and sight-saving classes in the Cleveland elementary schools, for example, cost \$700.16 per pupil in 1950, contrasted with \$197.40 per pupil for regular classes. On the other hand, by helping the handicapped become self-supporting, special education may in the long run save society money.

Not enough evidence is available on actual results to

yield a conclusive statement on this point. Monetary cost, however, is not the only criterion by which to judge the value of special education.

Another moot point is whether the board of education or the welfare agencies should be responsible for the educational care of handicapped children. Most authorities contend that "when the function of an institution is primarily educational, then it should be supervised and controlled by educational authorities."

35. Much effort is devoted to helping backward students. Is a similar effort being made to help bright students? Should it be made?

Relatively less attention is given to special schooling for exceptionally gifted students than is given to the backward.

There are probably 1.200,000 children in the United States with such high intelligence and talents as to put them in the "gifted" category. Fewer than 2 per cent of them are getting special attention—the kind of attention that can bring their genius to full flower.

The gifted child usually causes less trouble to the school than does the retarded child. This is probably one of the reasons why less is done for him. He may easily drift along, achieving more than the other children while making only partial use of his abilities. Because he lacks challenges, he may develop poor work habits and lethargy.

However, not all gifted children accept their limited opportunities gracefully. Those with ambition and drive sometimes rebel against boredom, against the forced routine of the school day and the needless repetition of information and skills they already possess.

A few schools have succeeded in setting up special classes, beginning at about the third grade, where teacher and child delve into many areas of knowledge and experimentation. Says Harley Z. Wooden, executive secretary of the International Council for Exceptional Children: "What happens in such a class needs to be different from the average. But the method of assigning a child to the class, or his privileges after he is there, should not be conspicuously different from that provided for others. No honors or special publicity should be bestowed upon the gifted, just as no diszepute should be associated with the assignment of retarded children to special classes."

A second type of provision for the gifted child is that of enriching the curriculum in the regular grades. When classes are small and when the teachers know and appreciate the abilities of the gifted, this method can be reasonably successful. There is evidence, however, that not many of the schools claiming to meet the needs of their gilted through enrichment are doing much about the problem. Inexperienced teachers, teachers without training or imagination, and lack of the necessary instructional materials make the task difficult. To assign a little more of the same thing or to offer an extra class in music or art is an imadequate adjustment for a child advanced several years beyond his classmates.

A third type of provision consists in combining the two methods already described. The child is permitted to remain with his regular group for about half the day, but he also has the advantage of special opportunities during the rest of the day.

"Regardless of method or type of approach," says Dr. Wooden. "the school owes gifted children an opportunity to progress in keeping with their abilities. To do less is to be unfair to both them and the society of which they are a part. They constitute our greatest human resource. We can ill afford to neglect them."

(Continued from page 6)

learning, sickness and injury, and other basic factors.

The sad point is that the ordinary sorts of age and grade norms, valuable as they can be for some purposes, are commonly used in such a way as to obscure the meaning of the performance of any individual child. As long as his score falls within "the normal range" it is assumed to be all right. It may not be at all, of course, and, what is more, it might be quite all right for him if it doesn't fall within "the normal range." Such labeling, in and of itself, is neither good nor bad. As a matter of fact, it ordinarily serves the purpose of sorting and assigning pupils into appropriate grades and sections or into remedial programs. But if we use these labels without following them up constructively, we run into danger. Even good follow-up programs are sometimes handicapped or actually nullified by the kind of thoughtless labeling that pointlessly stigmatizes the children they are intended to help.

Question Rephrased

For whatever it may be worth to you, it is my best judgment that you should be asking yourselves not whether Betty is normal or whether she will be again. Rather you should be asking whether her usual performances along various lines reflect the best training and most effective encouragement and discipline she could have had, the most favorable conditions for good performance that you could provide, and the satisfactions she deserves as well as the attitudes and values she needs if she is to make the most of her basic abilities. If not, then you should do what you can to bring about improvementnot only within Betty herself but also in her surroundings. You should do this not because you want her to fall within a certain "normal range" but because you want her to be her own unique self as fully as she can-now and in the years to come.

When all is said and done, those of us who are parents would undoubtedly do better to worry less about whether our youngsters are normal and more about whether they have normal homes, schools, neighborhoods—and parents. We may in fairness expect no more of our children than the world we make for them will justify. And so before we conclude that Betty and her friends are not shooting par, we had best make sure we are keeping the thistles out of the fairways and off the greens.

Good fortune to you and to Betty, and to all her kindred spirits—and yours!

Those who have read Wendell Johnson's absorbing book, People in Quandaries, need not be told that he is an expert on words and how they affect our thoughts and acts. Dr. Johnson is professor of speech pathology at the University of Iowa and director of the university's speech clinic.

PERTINENT PAMPHLETS

ARE you looking for good reading for children? A new list of several hundred books has just been put out by 69 Bank Street Publications, a department of the Bank Street College of Education in New York City. The books are the choice of two committees of teachers and educational consultants. They cover many subjects—animals, everyday life, the out-of-doors, music, fantasy, and science. You will find titles for youthful book lovers all the way from two-year-olds, who have to be read to, up to fourteen-year-olds. Several of the authors are or have been members of the Writers' Laboratory, which is located at the college.

The list is yours free. Simply send a stamped, self-addressed, business-size envelope to 69 Bank Street Publications, 69 Bank Street, New York 14, New York.

JOHNNY GOES TO THE HOSPITAL. By Josephine Abbott Sever. Houghton Mifflin, 2 Park Street, Boston 7, Massachusetts. \$1.00. For six or more, 75 cents.

Is your child scheduled to go to the hospital soon? You can prepare him for his stay by reading him this book about young Johnny. For Johnny too had to go to a hospital. This was his first visit to one as well as his first trip away from home. He saw many fascinating things he had never seen before: oxygen tents, blood transfusion equipment, and X-ray machines. The doctor and the nurse explained what they were and told him a lot of other interesting things too. This book, with its cheerful illustrations and simple text, should go far to dispel the bewildered uneasiness a child patient may feel on his first trip to a hospital.

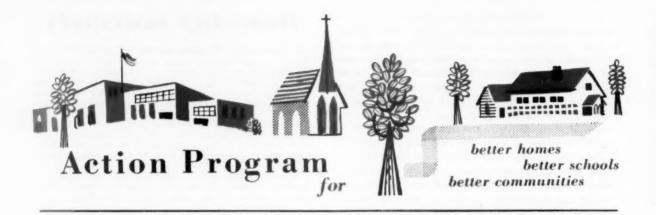
JUST A MINUTE. By Lazelle D. Alway. National Child Labor Committee, 419 Fourth Avenue, New York 16, New York. 10 cents. Quantity rates.

Every year a million boys and girls leave high school before they have won their diplomas. Led on by the lure of a pay envelope, they put aside their school books and become full-time wage earners. This pamphlet, addressed to teen-agers themselves, suggests that prospective dropouts think twice before they check out of the classroom. The author asks some thought-stirring questions and offers persuasive facts that students might well weigh in making their decision. This handy pamphlet, illustrated by a high school senior, is one that parents and school counselors may confidently offer young people who are impatient with their studies and long for a job.

THE GIFT OF LIFE. Published by Health Education Service, Albany, New York. Distributed by Mental Health Materials Center, 1790 Broadway, New York 19, New York. 25 cents.

The facts of human birth and growth are clearly presented in this small picture book, which was prepared with the advice and assistance of Protestant, Catholic, and Jewish clergymen. The story is told through color illustrations and brief accompanying explanations. Flip-charts make it particularly handy for talks between parents and children, and adolescents will be able to read for themselves this simply written aid to sex education.

The United States Children's Bureau has put out a series of pamphlets for parents of handicapped children. Titles in this series include The Child With Epilepsy, The Child With Cerebral Palsy, The Child With a Cleft Palate, The Child Who Is Hard of Hearing, and The Preschool Child Who Is Blind. Copies at ten cents each may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C.



Teamwork for Better Communities

Harleigh B. Trecker

Dean, School of Social Work, University of Connecticut

How typically American it is that we should have many different agencies concerned about the needs of youth! We would not have it otherwise, because in a democracy there must always be room for differences. The important job today is to bring these many organizations and agencies into harmony, so that all may work for the common welfare. The team approach, which is being used more and more in education, in government, and in scientific research, is exactly what we need now in community endeavors. Through teamwork we can have better communities.

On a world-wide scale we see nations banding together to solve problems of health, nutrition, education, food production, and defense. This movement toward coordination is recent, but it is growing. It is a trend of the times.

There are five good reasons why we should work together in our local communities:

First, with our increasing population the needs of children and youth have become so great that we must use our best intelligence and our best organizational procedures to do the job well.

Second, although we believe in having a variety of agencies, we live in an interdependent society. It is not only foolish but futile for organizations to work at cross purposes or in competition with one another. Third, such an approach saves time, talent, and money. By pooling our resources we are able to offer better services and better programs.

Fourth, organizations can learn much from each other. By working together we benefit from the experience, insight, and ability of others. Learning from them we can improve our own work.

Fifth, and most important, this is the best way of helping our children and youth develop as total personalities.

What Teamwork Does

What is it like when community agencies and institutions work together for children and young people? One weary person put it this way: In such a dream community you wouldn't have three or four meetings, all dealing with the needs of children, scheduled for the same night! You'd also find several other advantages:

The community and its children come first; the organization second.

There is a community plan to meet the needs of children—a plan based on study and on facts that are gathered and analyzed continuously.

There is a general agreement on the goals of the various programs, and all organizations work together toward those goals.

Priorities have been determined. Because it is never possible to tackle all problems at once, the most important things have to be chosen and lined up in sequence.

Agencies clear with one another, so that each knows what the other is planning and doing. This helps weed out duplication.

There is an orderly development of services and programs, well balanced in terms of needs.

There is less competition between organizations, less wasteful rivalry and needless expenditure of energy.

Responsibility and resources are shared, and facilities are used to the utmost.

The combined energies of several organizations the best brains, the best leadership, the best scientific knowledge—are put to work to achieve goals. And the record shows genuine accomplishment.

Why Don't We Work Together More?

Since everyone agrees that it is important for organizations to work together, why don't we do a better job of coordinating our efforts? There are various reasons. Let's take a look at them.

To begin with, some organizations are unconsciously selfish of their own prerogatives. They seek publicity, and they're afraid that they won't get credit for something worth while. One group of agencies that had pooled their resources and operated an excellent summer day camp for children received a full page of newspaper publicity on the project. I told a repre-

"Work for effective, coordinated planning and integrated services on the part of all community agencies and institutions interested in the physical, mental, social, and spiritual welfare of children and young people."—From the Action Program of the National Congress of Parents and Teachers.

sentative of one of these cooperating organizations how fine it was for all of them to get together. She replied, "Yes, I suppose you're right. But I can't help thinking of last year when we had our day camp by ourselves, and we got *all* the publicity."

Then, too, many agencies are unwilling to give up some of their sovereignty. Just as when nations work together, not every one of them can have its own way, so it is with neighborhood organizations. Certain elements of sovereignty have to be relinquished for the common good. Some agencies are afraid of being controlled or bossed by others. I suppose their basic fear is of a loss of individuality and a weakening of purpose. But any organization can keep both its goals and its individuality and at the same time find large areas of common concern in which it may work with others.

Another reason why we often fail to coordinate our efforts is that coordination has low visibility. In a smooth, harmonious program developed by several organizations it is hard to see all the work that goes on. Coordination is an attitude, a spirit, and a process—far less easy to see than a clear-cut program of activities.

Again, some organizations are so busy with so many things they never take time to find out what other organizations in their community are doing. Coordination cannot happen until people get in touch with one another and learn what each is trying to do. Some communities even lack the necessary machinery, such as neighborhood or community councils, and hence people have no way of getting together.

Coordination also lags wherever there is a lack of trained leaders. Today we don't have nearly enough trained volunteers or professional workers to carry the responsibilities of leadership in joint community enterprises.

What It Takes

Communication, cooperation, and collaboration have been called the three C's of community organization. If we are going to work together we must first talk with one another and learn from one another. We must team up on projects. And we must collaborate in broad programs to meet long-range goals. For all these purposes we need community councils.

The best community councils are those with the least elaborate structure and the ablest leadership. To be effective, their activity should be based on a systematic gathering of facts and a continuous process of evaluation. Most of all, it demands faith in those with whom we work and a willingness to share the load.

Fortunately we do not have to start from scratch. From what has been done in the past, from research and experimentation, we can learn much about this delicate task of working together, of relating our resources for the common good.

We know, first of all, that we cannot give too much thought to the way in which the community organization process is carried out. The way we do any job and the results we get are closely tied up; ends and means are intimately interwoven. Consequently the process of community organization is far more important than a great many of us have yet realized.

Second, we know that communities, like individuals, differ widely. No one pattern of organization will work for all communities. We must first study and seek to understand the uniqueness of our own, then develop a variety of approaches and plans based on what we have found.

Third, we have learned that communities are dynamic, ever changing. Thus we must always start with a community where it is, work along at a pace satisfying to its several organizations, be flexible and

alert to changes, and modify our plans and programs to fit them.

Fourth, we know that leadership is essential, a leadership of professionals and volunteers working as partners. The success of this partnership will depend a great deal on how clearly the roles and duties of both kinds of leaders are defined.

Fifth, we have learned that the art of timing is indispensable. Community decisions as to what is needed and what can be done take just a moment, but they must come at the right time. Here the old saying that haste makes waste holds true. Before making a decision we must have a chance to talk over pros and cons, to explore alternatives fully. Just as there is no substitute for facts in scientific research, there is no substitute for considered public opinion as a forerunner of sound community decision.

Sixth, we have learned that in organization work machinery and structure should grow out of process. We need to relate individuals and groups to each other as they seek facts, plan programs, and take action. This is the process. The structure through which these people are brought together is determined by community conditions. If we start with such simple questions as "What are our needs? What are our resources? What can we do to meet these needs?" the structure we adopt will reflect our understanding. It will not be an inflexible mold that will hamper our creative efforts.

Seventh, we are daily getting more insight into the social attitudes that make for cooperation. In every area of human relationships there is a neverending frontier to be explored. I am inclined to think that cooperation, which has characterized the growth of neighborhood organization, is a major area for further study. What brings people together? What underlies their capacity to share and to create? I suppose faith in one another and faith in mankind are at the very heart of all cooperation, whether in the family or in the community—faith in people, in their capacity, and in their ultimate rightness.

Directions for Tomorrow

The nations of the world today stand at the cross-roads. The signs read, "Cooperate or perish," "Work together or die together," "Help one another or kill one another." Never have the alternatives been more clear. Beyond any doubt we are facing an either-or proposition. Can the peoples of the earth master the skills, habits, and attitudes of cooperation fast enough? There is only one answer: They must.

And wherever people and organizations of good will are working together, they are not only serving mankind in the richest possible manner; they are helping the free world in its battle for survival. The world can survive only if its people learn how to develop teamwork for better communities.

A GUIDE FOR DISCUSSION

Pertinent Points

1. What organizations in your local community are interested in the welfare of children and youth? Which of their goals coincide with the goals that your P.T.A. has selected from the Action Program? With which of these organizations is your P.T.A. cooperating?

2. The author gives five reasons for cooperation among organizations. What are these reasons? What advantages of community cooperation does he list? What barriers sometimes block joint action by community groups?

3. The author mentions community coordinating councils as one way of achieving teamwork. What is your understanding of a community council? Does your town have one? What organizations are represented on it?

4. State five principles we already know about community cooperation. Recall some situations in which your P.T.A. has successfully used some of these principles. Perhaps you can also cite situations in which you failed to apply some of them. What were the main reasons for this failure?

5. The National Congress of Parents and Teachers cooperates with various organizations and agencies such as the National Education Association, the National Safety Council, and the U.S. Children's Bureau. What are some of the other organizations with which the Congress has worked? Do they have local branches or local offices in your community? Which of their resources are available to your P.T.A. in furthering the Action Program?

6. The author reminds us that nations are banding together to solve common problems. What international agencies formed since World War II are especially concerned with health, education, and child welfare? How are the goals of these agencies related to our Action Program?

Program Suggestions

Suppose your P.T.A. has decided to spearhead a concerted drive against juvenile delinquency or some other serious community problem. You are arranging a conference with representatives of other community organizations, some of which you know are unfriendly or indifferent to the idea of joint action. Before the actual conference takes place, try role-playing this meeting, using P.T.A. members in all roles.

You may live in a community where there has been little teamwork among organizations. Arrange a panel to introduce various organizations to your members, inviting a representative from four or five of them to sit on the panel. Choose a subject that will give each panelist a chance to describe briefly the aims of his organization and suggest ways in which like-minded groups can work together on community projects.

Review any studies that have been made to learn the needs of your community. If no study has been made, your P.T.A. might take action to start one. Before making any plans it might be a good idea to find out from your librarian, school superintendent, or a social studies teacher how other communities have conducted such surveys.

Montgomery, Alabama, furnished us with an outstanding example of community teamwork last summer. To refresh your memory of that venture reread "People Against Polio" in the September 1953 National Parent-Teacher. Current campaigns for educational TV stations are giving many local organizations an opportunity to work together, and in some of these projects P.T.A.'s are playing a big part. Select a problem in your community that calls for concentrated, coordinated teamwork. Use the "brainstorming" technique described on page 19 of the October issue to get suggestions for creating such community cooperation.



IOWA ENLIVENS LEARNING

LISTEN! LOOK! LEARN! This is the ringing challenge of the Iowa Congress of Parents and Teachers to its members. How does the congress help them meet it? Through its radio activities, which have a history of more than eighteen years, it has made learning exciting and convenient. When in the near future the congress takes to telecasting, the parent-teacher road to knowledge and understanding will become a superhighway.

Iowa, always a pioneer in the audio-visual field, has two radio stations and one TV station that are operated by educational institutions—WSUI at the State University of Iowa, and WOI and WOI-TV at Iowa State College, Ames. Over both radio stations on the second Saturday of every month the Iowa Congress broadcasts a fifteen-minute program. The administration theme of the National Congress of Parents and Teachers has supplied the framework on which these monthly programs are built. This year, as last year, we have focused on the Action Program, featuring panel discussions on such topics



John Schmidt, mediator of the WNAX high school forum, briefs the forum panel before the broadcast.

as "Moral and Spiritual Values" and "Better Schools
-How To Attract Skilled Teachers."

Typical of these panel programs was one on "Better Citizenship," in which members discussed the responsibility of the community to its young people and ways of providing guidance for them. The panel group included Mrs. Harold Honohan, at that time first vice-president of the Iowa Congress and now its president.

The section of the Action Program bearing on the topic to be discussed is always sent to panel members well in advance of the broadcast. The participants are drawn from many fields. In addition to members of the state congress board of managers, we have had educators, legislators, teen-agers, radio and newspaper people.

Always before this year these two series of programs have been "live" broadcasts, but we have had so many requests for program material from our P.T.A. councils that we now record our monthly broadcasts at a commercial transcribing station. The cost is small, and the transcriptions, after their first "airing" are made available for council-sponsored broadcasts. Thus we are building a library of recordings for parent-teacher use.

Another resource in the record library is a series of twelve five-minute programs, You Can Be Safe, produced by the Iowa director of safety education and the public welfare director of the Iowa Congress. Presidents of the nine districts in Iowa, to whom the platters were first sent, arranged to have radio stations in their areas broadcast them under the joint sponsorship of the station and the district. Our belief that this would foster good relations between parent-teacher groups and radio people was confirmed by appreciative letters from station directors.

Raising a Rostrum for Youth

Under the sponsorship of District 4, a high school youth forum has been a feature on Station WNAX since 1946. This year it is being telecast as well, over Station KVTV. The program was created by District 4 leaders, school administrators in Sioux City, and Arthur J. Smith, station manager. The twenty or

so forums presented each year are planned annually by John F. Schmidt, Sioux City coordinator of adult education under the Ford Foundation; Mr. Smith; Mrs. Jamison, president, Sioux City Council of Parent-Teacher Associations; and other district leaders. The forum takes place in a high school, with six students, two from each of three schools, forming the panel. Even when participants are in agreement on a subject, discussion is lively; for the audience can be counted on to challenge their views.

Since the forum first went on the air, more than fifty thousand students from the district and the WNAX listening area, which extends into Nebraska, South Dakota, and Minnesota, have participated. It is a maturing and thought-provoking experience for these young people to present their ideas on subjects ranging from global tensions to teen-age problems.

Acting on All Fronts

Districts, councils, and units are daily adding new episodes to the parent-teacher story, and radio wings word of their deeds to the public. Many groups broadcast announcements of meetings, study groups, and special projects, such as school bond issues, health services, and safety work. A few councils have weekly shows over local stations; more have monthly shows. Sixty-eight units report regular programs.

Every month in the *Iowa Parent-Teacher* the state chairman of radio and television calls attention to programs sponsored by the congress, the districts, and the councils. This column, in addition to other informative and educational items on radio and TV, publicizes suggestions made by the national chairman of Radio and Television as well as pertinent material selected from the *National Parent-Teacher*. The P.T.A. magazine is recommended as a mine of program ideas.

The congress actively supports plans for educational television. Many members belong to the Joint Citizens' Committee for Educational Television.

Knowing the need for evaluation in the radio and television fields, the Iowa Congress has done some work in this area. An alarming discovery is that almost half of the parents let their children watch any programs they choose; the rest exercise some supervision, but few are strict. One of the most interesting findings was that an overwhelming majority of parents believe the parent-teacher organization should assist in starting a series of TV programs. Only recently the first steps toward this objective were taken by WOI-TV, Iowa State College, Ames, with the cooperation of the Iowa Congress.

Thanks for listening! —Mrs. O. S. Fatland Past President, Iowa Congress of Parents and Teachers

-Mrs. F. R. Kenison Past Chairman, Radio and Television, Iowa Congress

"FIRST LESSONS"

A Fine Film for Parent Education Groups

DISCUSSION GROUPS, always on the lookout for sound educational films, will be particularly interested in First Lessons, one of the excellent series sponsored by the Mental Health Film Board and state boards of mental health. First Lessons was filmed under the expert guidance of Ralph H. Ojemann of the Iowa Child Welfare Research Station and chairman of the Committee on Parent Education of the National Congress of Parents and Teachers.

The film shows us a second-grade schoolroom full of some of the most natural seven-year-olds ever to be screened. There is Bill, the born leader-tall and large for his years, intelligent, cooperative, and outgoing. There is his inseparable friend, Stewart, who repays Bill's help and support with unfailing loyalty. There is the bright, rather plain little girl whose hand shoots up whenever the teacher asks a question. There is the shy child whose eyes speak for her.

To teach these children and try to understand them there is young Mrs. Dean. What makes her a fine and well-loved teacher is a point of view toward children's behavior that is the mark of every good teacher and parent. She does not judge a child's actions at face value but looks far beneath the surface for their causes. The film illustrates this approach in a difficult situation that disturbs the whole class—a situation created by Alan, a new boy who aggressively challenges Bill's leadership and upsets the comfortable balance of personalities in the room.

What does Mrs. Dean do? In the words of Dr. Ojemann, "She immediately tries to get acquainted with Alan, learns something of his background and his attitudes. . . . When she comes upon Alan and his brother fighting she does not make a snap judgment as to its cause or apply some arbitrary rule, such as making the boys stay in . . . but sets procedures in motion to find out more about Alan's relationship to his brother. . . . She enlists the aid of other teachers and the child guidance clinic." She also appeals to the surprisingly accurate insight of the pupils, cultivated by their study of human behavior.

No sudden miracles happen after the teacher comes to understand the real reasons for Alan's behavior and the children's reactions to it. Outwardly, perhaps, nothing much happens. But through the teacher's eyes we see the deep meaning behind many small events. For instance, when Bill, Stewart, and Alan for a brief moment play ball together, the teacher realizes that the new boy is beginning to find a place in the group without having to fight for it.

Why is this film as valuable for parents as for teachers? Says Dr. Ojemann: "The practices shown should have many suggestions for parents. . . . Instead of blaming the child, excusing him, permitting him to do as he pleases, or surrounding him with do's and don'ts, the parent can proceed in much the same way as the teacher in the film. The parent can take time to get acquainted with his child, find out . . . what problems he faces and is trying to work out."

First Lessons, twenty-two minutes long, can be rented from state and local mental health organizations, public libraries, or near-by educational film libraries. It may be purchased from the International Film Bureau, 57 East Jackson Boulevard, Chicago 4, Illinois. To groups interested in buying it the Bureau will send a copy for preview.

Personality in the Making

I. PRESCHOOL COURSE

Directed by Ruth Strang
"Is My Child Normal?" (page 4)

Points for Study and Discussion

1. What does Wendell Johnson mean by "up to par"?

2. Read the parable of the talents in the New Testament. What performance did the Master consider good, or "normal," for the man with one talent? For the man with ten talents?

3. How does the author describe a normal child? Which one of the following statements does he say is the most useful meaning of the word normal?

 Your child is normal when he is most like the average child.

Your child is normal when he does not have any physical defects.

• Your child is normal when his I.Q. is about 100.

Your child is normal when he is doing as well as you could reasonably expect.

• Your child is normal when he is socially acceptable.

 Your child is normal when he does not get into trouble with the law.

4. According to Wendell Johnson's definition, which of the following children would you consider to be normal and why?

A child who has had polio and still limps but has adjusted herself well to her handicap in every respect.

A six-year-old of high intelligence, according to psychological tests, who has learned only a hundred words.

• A child of low intelligence, according to psychological tests, who is learning slowly as well as he can.

 A child who is smaller than other children of his age but is healthy and happy.

A child who "just naturally" wins friends with old and young.

 A child who occasionally hesitates and repeats words as part of the process of learning to speak.

5. How does a parent's attitude toward the shortcomings of his child help to determine the kind of person that child will be? Give examples of instances in which labeling a child as "dumb" or "a stutterer" or "sickly" or "a remedial reading case" has seemed to make the condition

6. Instead of asking "Is my child normal?" what other questions does the author suggest as being more important to ask?

7. Which of the following ways of bringing up children would contribute most to the development of a normal child and why?

 Appraising yourself as a parent-especially your understanding and acceptance of the child and your affection for him.

 Taking the child to one specialist or clinic after another to have his condition diagnosed and definitely labeled, making the child clearly aware of his defects.

 Worrying because he falls a few pounds below normal weight for his height and age.

 Being quick to detect any fault in speech or behavior and to impress him with the need to correct it at once.

• When the child shows readiness to walk, to talk, to play

STUDY COURSE GUIDES

with other children, and to engage in other activities appropriate to his age, giving him opportunities and encouragement to develop these abilities.

Providing the small child with many things he can handle, use safely in his own way, and enjoy.

· Setting him an example of clear, correct speech.

 Encouraging him when he makes progress, thus helping him to learn what is approved and giving him additional satisfaction with his good performance.

In general, providing the child with favorable conditions that will help him make the most of his abilities.

Program Suggestions

Each of several members might describe some child whom he knows; then answer these questions: Is this child one whose usual performance along various lines is "par for him"? Is he a child who is developing his potentialities—his unique self—as fully as he might? Physically handicapped and slow-learning children should be considered as well as gifted children.

If the attendance is large, near the middle of the meeting the members may divide into groups of five or six to discuss for about fifteen minutes this question: What kind of home conditions can we provide to encourage the fuller development of our children's social, physical, and intellectual abilities, whatever they may be?

If a suitable film is available the meeting might take the form of a film discussion. For example, the first half of *Preface to a Life* may be shown. Then the whole group or subgroups may discuss this question: How could the parents have provided more favorable conditions for their son's best development? Then the second half of the film, which shows desirable changes in the parents' behavior, should be seen. In the discussion that follows, the group may summarize ways in which parents can provide the most favorable conditions for their children's best development (1) during preschool years and (2) in later years.

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Blos, Peter. "When Is a Child a Real Problem?" November 1950, pages 21-23.

Frank, Lawrence K. "Keeping Mentally Fit." April 1951, pages 7-9.

Schmidt, Edith Taglicht, "When Your Child Does Not Live Up to His Capacity." March 1951, pages 25-27. Films:

He Acts His Age (13 minutes, sound). National Film Board of Canada

Preface to a Life (29 minutes, sound). United World Films.

II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz
"Is My Child Normal" (page 4)

Points for Study and Discussion

1. Sometimes an author has a gift for phrasing really important ideas in such a way as to make the reader stop and think, "Just what does he mean? Do I agree? Is this what I've been thinking all along without putting it into words?" Following are some such ideas from Wendell Johnson's article. Do they fit in with your point of view?

 To say we want our children to be normal may mean to make an ideal of mediocrity.

· Your car has a par all its own. So does your child.

"It would be unwise to pretend that Betty 'can do anything any other girl can do.' She cannot. (Very few girls can!)"

 "Out of the differences between human beings come the individualities of our children."

2. What is the meaning of each of these definitions of normal as applied to human beings? Average, or statistically normal; socially normal; legally normal; medically normal; functionally normal.

3. In a family in which there were four little girls, three had lovely curly hair. Strangers noticed them on the street. Guests in their home commented on the ringlets and asked playfully what had happened to the fourth little girl's curls. That child became so painfully aware of being different that she tried to keep out of sight. But she regained her self-respect after her parents got her a permanent wave.

The author lists some important things parents can do to help a handicapped child to feel socially normal or acceptable. Can you illustrate any of these by accounts of parents and children you have known?

4. Sometimes we hear people say of a crippled or blind or deaf person, "He never mentions his handicap." Is this an admirable trait? What effect may it have on the person himself? On his friends?

5. The article says that to be functionally normal one must set his own par for specific activities as high as he reasonably can, then try consistently to measufe up to it. What might this mean to a person who has a speech defect? To a person learning to sew? To a housekeeper? To a teacher of mentally retarded children? To a teacher of art? To a child of low vitality? To a golfer? To children doing homework?

6. In Off to a Good Start (see "References") Irma Simonton Black says that the physically handicapped child "should feel that he is accepted by his parents, defect and all." How would a child get this feeling? What could his parents do? What things shouldn't they do?

Program Suggestions

In the book These Well-adjusted Children (see "References") Grace Langdon and Irving W. Stout describe a number of children—for example, a young child, an older child, an only child, a twin, an adopted child. If the study group is small, several members could read aloud some of these descriptions from the book as a basis for discussing this question: What elements in the home situation of these children seemed to contribute to good adjustment, or normality?

Our schools have in recent years made many changes in the curriculum, in equipment, in schedules, and in the rooms and buildings themselves, to meet the needs of handicapped children. Principals and teachers know best what new or special features may well be presented to fit in with this month's topic. They might explain the work of the school psychologist, the visiting teacher service, standardized tests and their use, remedial health teaching and physical care, or the curriculum for slow learners. If you think that your programs have been depending too much on the school staff, similar topics might be reported on by individual members of the group after conferring with teachers and observing various aspects of the special education program. This would make an excellent symposium. (See page 30, December issue.)

Of course, if there is strong feeling in your school-community that something more should be done for exceptional children (the handicapped, the delinquent, slow learners, or the gifted) or for the mental health of all children, a forum (December issue, page 30) might be just the thing to crystallize opinion and start action.

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III. THE AGE OF ADOLESCENCE

Directed by Ralph H. Ojemann and Eva H. Grant "College or a Job—or Both?" (page 7)

Points for Study and Discussion

1. Which of the following considerations are most important when a young person is deciding on what to do after he leaves high school? Which are least important?

· His parents' choice of a career for him.

- His teachers' suggestions for his future, based on his scholastic record.
- His hobbies and extracurricular activities.
- · His favorite school subjects.
- The social and "prestige" value of a college education.
- · How he feels about his part-time or vacation jobs.
- His general interests and special gifts and talents.
- His guidance counselor's interpretation of the results of vocational interest tests.

2. When should a young person decide on a specific vocation? When should he decide on the general direction he wants to follow in his lifework?

3. Dr. Reilly tells several anecdotes about young people who are pursuing successful careers. What cues do these stories give us regarding our own children's future? Tell similar anecdotes about young people you have known. Do they all support the author's conclusions?

4. The fact that most high school students go to work soon after they graduate—or even before—has given rise to a good deal of controversy about what kind of curriculum will best fit these young people for (a) making a living and (b) making a satisfying personal life. This month's "101 Questions" briefly explores the problem. Talk the

matter over with your high school principal or your superintendent, then discuss his opinions and recommendations. Consider these in the light of the following statements:

"Technicians need a broad general and cultural education in addition to their technical training.

"Choosing a career is something like buying a new hat. We must try on several before we find the one that suits us best."

"Many of the happiest and most successful men and women I know went to work when they left high school and took night school or correspondence courses.

5. If a high school senior, having carried out all the author's suggestions for discovering his interests and abilities, decides that he wants to be an engineer, probably a mechanical engineer, what further steps must he now take? If his family can't afford to send him to college what courses of action lie open to him? For example, what about scholarships and student loans? Answer the same questions about a girl who wants to be a laboratory technician and her best friend, who wants to be an elementary school teacher.

6. Review the four steps that each high school student might well take before answering the question "College or a job?"

7. Does your high school have a work-study program carried on with the cooperation of businessmen and industrialists in the community to acquaint students with different types of jobs and give them part-time work experience? If not, what can your P.T.A. do to create public interest in such a program?

Program Suggestions

A panel, symposium, or forum discussion of the foregoing points (see "New Hope for Audiences" in the December National Parent-Teacher) would both clarify and amplify the important ideas in the article. Here are some other possibilities:

1. Produce a simulated radio or television interview in which a member of the group questions a high school guidance counselor on his or her work with students who face the problem of "College or a job?"

2. For an evening meeting, try inviting a group of 1948 or 1949 high school graduates, who are now employed in the community, to answer from their own experience the questions of four or five high school seniors who are uncertain about their future plans.

3. Or it might be interesting for the guidance counselor to demonstrate, with the help of a student, how he interprets the results of vocational interest tests in conferences with individual boys and girls.

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Christensen, Thomas E., Getting Job Experience. Humphreys, J. Anthony, Helping Youth Choose Careers. Kuder, G. Frederic, and Paulson, Blanche B., Exploring Children's Interests. Schloerb, Lester, School Subjects and Jobs.

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Christensen, Thomas E. "Getting Ready for the Right Job." November 1952, pages 7-9.

Wimmer, Nancy C. "Choosing a Career." January 1951, pages 7-9-

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Finding Your Life Work (22 minutes, sound). Carl F. Mahnke Productions, 215 East Third Street, Des Moines 9, Iowa.

MOTION PICTURES PREVIOUSLY REVIEWED

Junior Matinee

Bandits of the West-Good western for all ages. Big Leaguer—Excellent for all The Coddy—Good for all ages. -Excellent for all ages. -Good for all ages

Family

The Actress-Good for all ages. All Americas - Entertaining for all ages.

Colomby Jose—Children, yes; young people, entertaining; family, Doris Day fans.

Charge at Feather River-Yes for all ages.

Cray-Log, All-American—Children, yes; young people and adults, football fans.

Gilbert and Sullivos—Delightful for all ages.

Give a Girl a Broak—Entertaining for all ages.

Give a Girl a Breath—Entertaining for all ages.

The Joe Louis Story—Good for all ages.

Little Fughtive—Children and young people, good; adults, excellent of its type.

Louisions Terribery—Children, rather long; young people and adults, fair.

Marry Me Agoia—Good farce for all ages.

The Moster of Bollostros—Entertaining for all ages.

Mister Scoutmaster—Amusing for all ages.
The Open Window—Excellent for all ages.

Paratrooper—Entertaining for all ages.

The Robe—Very good spectacle for all ages.

The Robe—Very good spectacle for all ages.
Seemed of Scourie—Good for all ages.
See of Lest Ships—Good for all ages.
Seng of the Land—Interesting for all ages.
Sweetheart on Parode—Entertaining for all ages.
The Titfield Thunderbolt—Good for all ages.
The Village—Good for all ages.
The Willage—Good for all ages.
The Village—Good for all ages.
The Village—Good for all ages.
The Village—Good for all ages.

Adults and Young People

The Affairs of Dobie Gillis—Poor for all ages.

All the Brothers Wore Volime—Chiklren, no; young people, poor; adults,

Book to God's Country—Children and young people, no; adults, matter of taste.

The Bogger's Opera—Children, no; young people, mature; adults, excellent of its

The Big Heat-Children, tense; young people and adults, good of its kind.

Blowing Wild—Children, no; young people, poor; adults, matter of taste.

A Blooprint for Murdar—Children, probably dull; young people, reasonably lively; adults, alick thriller.

The Captoia's Paradis—Children, mature; young people and adults, entertaining.

Champ for a Day—Children, possibly; young people and adults, matter of taste.

Chiac Vantura—Children, yes; young people and adults, fair.

Chine Venture—Children, yes; yo Column South—Poor for all ages. Combet Squad—Children, tense;

Children, tense; young people and adults, good of its type.

Combet Squad—Children, tense; young people and action, governor Cosquest of Cochies—Poor for all ages.

The Cruel Seo—Children, exciting; young people yes; adults, powerful.

Decement Nights—Children, no; young people, poor; adults, matter of taste.

Desperate Moment—Children, tense; young people and adults, exciting.

Desperate Moment—Children, tense; young people and adults, exciting. Devil's Conyos—Children, no; young people brutal; adults matter of taste. The Dismond Queen—Mediocre for all ages.
Dosova's Brais—Children, poor; young people and adults, mediocre. East of Sumatra—Children, yes; young people and adults, routine. El Paso Siampeds—Children and young people, western fans; adults, routine. Flight to Tongiers—Poor for all ages.

From Hore to Breatly—Children, no; young people, mature; adults, excellent.
The Gloss Wab—Children, no; young people, mature; adults, fair.
Gua Fury—Children, no; young people, poor; adults, western fans.

Half a Here—Children, possibly; young people and adults, fair.

1, the Jury—Children, no; young people, unwholesome; adults, matter of taste.

l, the Jury—Children, no; young people, unwnotesonie; auuns, manne faloud in the Sky—Children, tense; young people, good; adults, excellent of its

Kiss Me, Kate-Children, yes; young people and adults, amusing

Latin Lovers-Mediocre for all ages. A Lion is in the Streets-Children, tense; young people and adults, fair of its

(ypc.)

Mois Street to Broadway—Poor for all ages.

Mois of the Himologus—Excellent of its type for all ages.

Miss Robinsos Cruses—Poor for all ages.

Negombo—Entertaining of its type for all ages.

The Mocalighter—Children and young people, no; adults, mediocre.

Purder on Mocalog—Children, yes; young people, pleasantly absorbing; adults, excellent.

99 River Street-Very poor for all ages.

99 River Street—Very poor for all ages.

The Overcost—Children, mature; young people, possibly; adults, interesting.

Paris Madel—Children, no; young people, vuigar; adults, poor.

Plunder in the Sus—Children, yes; young people and adults, fair.

Reive so Paradise—Children, no; young people, por; adults, fair.

Ride Vaquer—Children, no; young people, por; adults, matter of taste.

Salre Jst—Children, yes; young people and adults, fair.

So Big—Children, yes; young people and adults, fair.

Ferror on a Trais—Children, good; young people, excellent; adults, gripping.

Thy Neighbor's Wifs—Children, possibly; young people and adults, poor.

Tosight of 8:30—Children, possibly; young people, mature; adults, fair.

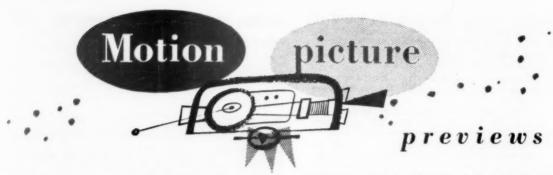
Terch Sang—Children and young people, yes; adults, entertaining of its kind. Tought of 8:30—Children, possibly; young people, mature; adults, fair.

Forch Song—Children and young people, yes; adults, entertaining of its kind.

Troo's Lost Case—Children, yes; young people and adults, good detective

The Veils of Baydod—Poor for all ages.

Vicki—Children, possibly; young people and adults, entertaining thriller. Volceno-Poor for all ages.



PREVIEW EDITOR, ENTERTAINMENT FILMS
MRS. LOUIS L. BUCKLIN

JUNIOR MATINEE

From 8 to 12 years

The Boy from Oklohoma—Warner Brothers. Direction, Michael Curtiz. Here we have a strange but welcome variation in western melodrama—a sheriff who doesn't carry a gun but does right well with a lariat, one who believes that intelligence can win out over gunplay or fisticusts. Furthermore, he is actually studying law, figuring there might be a use for it even on the frontier. Will Rogers, Jr., looking more like his father every day, makes such a hero both manly and believable. As he rides slowly into the roaring, wide-open town of Blue Rock to mail the final examination papers for his law degree, he is caught in a maelstrom of wicked skulduggery.



The new sheriff of Blue Rock teaches the young fry how to throw a lariat in The Boy from Oklahoma.

familiar to every good western fan. Nancy Olson gives character to her portrayal of the tomboy daughter of the previous sheriff. Cast: Will Rogers, Jr., Nancy Olson, Lon Chaney.

Family 8-12

8-12

Good western Excellent western Excellent

Lives of Their Own—Pictura. Direction and photography, John H. Storer. One of a series of ten 16mm nature films entitled The World Around Us, this is the story of the birds found in our marshlands and the remarkable way in which each is adapted to its particular environment, building its nest in the right place and finding exactly the right food for its young. The incomparable grace of the purple gallinule, most colorful bird of the marshes, is a joy to watch. Among the others are the wood ibis, black-necked stilt, coot, cormorant, and osprey. Recommended as a nature study film or as an entertainment short for young children in schools, libraries, or churches.

short for young children in schools, libraries, or churches.

Family 12-15 8-12

Good Good Good

Rob Roy-RKO. Direction, Harold French. There is something

warming about the folk in Scottish tales and legends-a

dignity and simplicity that rubs off on this lively adventure story about one of their great heroes. Walt Disney's carefully documented, beautifully mounted, and happily acted version of Rob Roy's life goes back to the ancient doings of Clan Mac-Gregor. It relates the heroic efforts of their most illustrious member to resist the cruel oppression of the English governors and politicians. Glynis Johns plays the role of Helen Mary, a winsome sweetheart and wife; James Robertson Justice, a kindly Duke of Argyle; and Richard Todd, the gallant Rob Roy. The picture is filled with colorful personalities, from amusing rugged Scottish types to the cynical Robert Walpole, prime minister of England. The backgrounds are colorful and authentic. Cast: Richard Todd, Glynis Johns, James Robertson Justice.

Family 12-15 8-12
Excellent of its type Excellent Excellent

Toot, Whistle, Plunk, and Boom—Disney Productions. Direction. C. August Nichols, Ward Kimball. Walt Disney has successfully adapted the animated cartoon to Cinemascope in this delightful short "music lesson," the second in a series. The development of musical instruments from the cave-man noise-maker to the symphony orchestra is presented in brilliant, highly stylized drawings. The four basic types of instruments, personified as "Toot, Whistle, Plunk, and Boom," impudently frolic through history to a catchy musical narration.

Family 12-15 8-12
Excellent Excellent Highly diverting

White Splendor-Pictura. Direction and photography, John H. Storer. Another film in *The World Around Us* series tells the delightful story of the egret, the bird that has been rescued from extinction by protective laws, public education, and the establishment of sanctuaries. Young children will enjoy the unusually charming home life of these birds, and the film should be excellent for nature study classes.

FAMILY

Suitable for children if accompanied by adults

The Eddie Center Story—Warner Brothers. Direction, Alfred E. Green. There is a freshness and charm in the opening scenes of this sentimental film biography as Aline MacMahon, playing the role of Grandma Esther, tries to protect and care for her small grandson. Richard Monda, an attractive youngster, plays the role of Eddie Cantor as a small boy. When Eddie grows up, however, and Keefe Brasselle assumes the role, the atmosphere changes. We are constantly distracted by the grimaces and contortions, the tension and effort that he puts into the characterization. In a variety show a brief impersonation such as this might well be diverting, but a long one is wearisome because of its basic unnaturalness and strain. Technicolor photography, settings, Mr. Cantor's old, familiar songs are uniformly excellent. Cast: Keefe Brasselle, Aline MacMahon, Richard Monda.

 Family
 12-15
 8-15

 Fair
 Fair
 Fair

The Living Desert—Walt Disney Productions. Direction, James Algar. An amazing amount of desert wild life and vegetation is brilliantly and painstakingly itemized in this first full-length Disney nature film. The one concession which Mr. Disney makes to feature-length conventions is the happy ending or, in this case, a series of happy endings. In vivid, dramatic vignettes the inexorable rule of survival of the fittest is bent to allow the hunted to escape the hunter. The tiny desert mouse escapes with her babies from the predatory rattlesnake in a tense, small melodrama so warmly and skill-

fully played out that we couldn't have borne it if (as so often must happen), the rattlesnake had won. Among the myriad strange, humorous, thrilling shots are those of fantastic court-ship techniques, such as the scorpions' courting dance with its square-dance rhythm, the tarantula's wooing, and the ponderous combat of two knightly tortoises enamored of the same lady. We watch a bobcat climbing a tree to avoid the more dangerous wild pig; and see desert flowers coming to slow bloom, by virtue of the magic camera. A wealth of wonderful nature lore, magnificently photographed, will keep the whole family enthralled.

Family Excellent

12-15 Excellent 8-12 Excellent

ADULTS AND YOUNG PEOPLE

Bad for Each Other—Columbia. Direction, Irving Rapper. A well-meaning though stereotyped tale of a young doctor who has worked his way up from the coal mines and prefers wealthy patients to impoverished miners. A spoiled rich girl (blonde) helps him to secure his rich practice, but a pretty murse (brunette) has different ideals. Cast: Charlton Heston, Lizabeth Scott.

Adults 15-18 12Foir Fair F

Cease Fire—Paramount. Direction, Owen Crump. Produced and photographed in 3 D on the battlefields of Korea, this documentary type of film portrays the incidents that make up a "quiet" day at the front. The story is given additional poignancy by the men's realization that they are fighting and dying on what may well be the last day of the war. A variety of sympathetic and credible characters are well acted by officers and servicemen themselves. There is a great deal of quiet heroism and no "heroics." Completely out of keeping, therefore, is the rousing, tuneful, Three Musheteers sort of marching song, "We Are Brothers in Arms," written by Dmitri Tiomkin. Cast: Captain Roy Thompson, Jr., Corporal Henry Goszkowski, Sergeant Richard Karl Elliott.

 Adults
 15-18
 12-15

 Good
 Good
 Yes

Easy Te Love—MGM. Direction, Charles Walters. Against the tropical background of Cypress Gardens, Esther Williams fault-lessly displays her charms in beautiful Technicolor. She models, swims, water skis, and poses prettily in an old-fashioned costume by the water's edge. Van Johnson plays the tough, hard-to-get manager of the resort, and Tony Martin croons romantically, if unavailingly, to the fair enchantress. Cast: Van Johnson, Esther Williams, Tony Martin.

Adults 15-18 12-15
Fair Entertaining Matter of toste

El Alomein—Columbia. Direction, Fred F. Scars. The story of seven men in a British army tank at El Alamein and their heroic part in Montgomery's campaign against Rommel in World War II. The acting is wooden, the direction uninspired. Cast: Scott Brady, Edward Ashley, Rita Moreno.

Adults 15-18 12-15 12-15 Mediocre Mediocre Possibly

Escape from Fort Brave—MGM. Direction, John Sturges. "Despite such handicaps as a routine western plot and lack of atmosphere," a student reviewer reports, "this melodrama proves to be moderately enjoyable entertainment. The theme—two opposing forces uniting against a common enemy—is not a new one. Taking place during the Civil War, the film concerns the differences between the Yankees and their Confederate prisoners, who are thrown together in a struggle against the savage Mescalero Indians of Arizona. . . . The cast does a credible job." Adult reviewers add that the Indian warfare scenes are grueling enough to spoil the picture for children. Cast: William Holden, Eleanor Parker, John Forsythe.

Adults 15-18 12-15
Western fans For the hardy Too violent

Flight Nurse—Republic. Direction, Allan Dwan. The steadfastness and devotion to duty of army flight nurses in the Korean War deserve a film accolade, but this is not it. The film is amateurish (except in one rescue scene) and cliché-ridden. The characterizations are flat and insipid, despite the efforts of a good cast. Cast: Joan Leslie, Forrest Tucker.

Adults 15-18 12-15
Mediocre Mediocre Mediocre

Forever Femele—Paramount. Direction, Michael Curtiz. The heartbreaks of aging actresses are always popular in films. When the subject is lightly spoofed, as in this good-humored picture, it is palatable indeed. While clinging to her youth by way of cosmetics and light flirations, Miss Rogers gives

her role an essential sturdiness and warm-heartedness. Paul Douglas as her loving and understanding ex-husband, William Holden as a worried young dramatist (the weakest role), and Pat Crowley as a fresh and delightfully determined young newcomer who wins the ingenue lead from the older actress make up an excellent supporting cast. Cast: Ginger Rogers, Paul Douglas, William Holden, Pat Crowley.

Adults 15=18 12-15
Entertaining Entertaining Sophisticated

Genevieve —Universal-International. Direction, Henry Cornelius. A fun-packed saga of England's Veteran Car Club and its annual run from London to Brighton. Our heroine is Genevieve, a temperamental car of 1904 vintage. She is driven by a young couple who, though very much in love, do not share an equal enthusiasm for fair Genevieve's vagaries. The slim story is festooned with hilarious incidents as the proud and picturesque cavalcade wheezes its uncertain but colorful way to Brighton and back. Direction and color photography are bright, and the good-natured goings-on are as refreshing in the final sequence as they are in the first. Cast: Dinah Sheridan, John Gregson.

Adults 15-18 12-15
Amusing Amusing Sophisticated

Here Come the Girls—Paramount. Direction, Claude Binyon. Wisecracking Bob Hope is considerably less than his best in this opulent, turn-of-the-century Technicolor musical. As an untalented and overgrown chorus boy, Hope is suddenly given the star's role in order to protect the leading man (Tony Martin) from a second attack by a murderer. Hope, believing that his rise to fame is due to his own genius, spurns his lovelorn admirer and champion (Rosemary Clooney) and turns to his leading lady (Arlene Dahl). Miss Clooney enlivens the proceedings with her pleasant voice. Cast: Bob Hope, Rosemary Clooney, Tony Martin, Arlene Dahl.

Adults 15-18 12-15

Bob Hope fans Bob Hope fans Sophisticated

Hondo - Warner Brothers, Direction, John Farrow, Another

Hondo -Warner Brothers. Direction, John Farrow. Another cavalry-and-Indian western, filmed in color and § D. Typically, its characters mouth the usual phrases about human understanding, but when such noble concepts are dramatized, many episodes of violence and cruelty are included. Cast: John Wayne, Geraldine Page, Ward Bond.

Adults 15-18 12-15
Western fans Western fans Western fans

How To Marry a Millionaire—20th Century—Fox. Direction, Jean Negulesco. Three feather-brained, practical-minded girls, intent on finding their Prince Charmings in the upper-upper brackets, set up campaign headquarters in a sumptuous apartment, with assets that will scarcely purchase their first meal. Chairmanship of the project is in the determined hands of Lauren Bacall—smooth, deliberate, and dogged in her intent pursuit of a millionaire. Marilyn Monroe adds a touch of pathos to her familiar lusciousness as the near-sighted blonde who will not wear glasses. Betty Grable, an amiable gold digger, shamefacedly falls in love with a poor man. The frothy farce is surprisingly at ease on the wide Cinemascope screen. In really thrilling photography we see the panorama of Manhattan and, as the camera follows the affairs of the three determined young women, breath-taking views of New England scenery. Cast: Marilyn Monroe, Betty Grable, Lauren Bacall. Adults

Entertoining Entertoining Sophisticated Jack Slade—Allied Artists. Direction, Harold Schuster. Although this film develops a valid theme—that the means people use inevitably affect the end and, if destructive, will destroy the users—it is poorly presented and violence ridden. Jack Slade, as a small boy, accidentally kills a man. When he later sees his father brutally killed, he vows vengeance, and his hatred broadens to include all the outlaws of the area. Cast: Mark Stevens, Dorothy Malone.

Adults 15-18 12-15
Poor Poor No

Jennifer — Allied Artists. Direction, Bernard Girard. A contrived suspense thriller in which Ida Lupino, a young and pretty caretaker of a crumbling estate, is first intrigued and then terrified by sinister evidence regarding the mysterious disappearance of her predecessor, the Jennifer of the picture's title. Eeric music and sound effects help the film considerably. Acting and direction are adequate. Cast: Ida Lupino, Howard Duff.

Adults 15-18 12-15 Fair Yei

Killer Ape - Columbia. Direction, Spencer G. Bennet. A lurid tale torn from the pages of a comic book has to do with mad scientists, doped animals, the killer ape, and synthetic

jungle tribes. Cheaply produced, inanely acted. Cast: Johnny Weismuller, Carol Thurston.

15-18 Adults No No No

The Man Between-United Artists. Direction, Sir Carol Reed. The desolate atmosphere of war-ravaged Berlin and the wariness and suspicion of a people arbitrarily divided into two camps are the most impressive things about Sir Carol Reed's picture. Against this ominous background we follow the disappointingly thin story of a former lawyer who tries to lure Western agents to the Eastern sector by blackmailing his wife who, believing him dead, has remarried. The lawyer, played with considerable skill by James Mason, is a complex character. Claire Bloom's efforts to get to the real man beneath the layers of self-centeredness and toughness built up through years of operating in the twilight zone add richness to the picture. Our dissatisfaction with the story may be due partly to the director's belief that his job is to tell a story, not to put across a point of view or attitude toward life. But long after the plot and the performances of the principals have been forgotten, we will remember the tracks of a boy's bicycle in the snow, the delicatelooking barriers thrown diagonally across a street to make all the difference between a man's life and death. Cast: James Mason, Claire Bloom, Hildegarde Neff. 15-18

Interesting Interesting Mature Man Crazy-20th Century-Fox. Direction, Irving Lerner. A disturbing picture about juvenile delinquency done in pseudo-'case history" form. Three teen-aged girls, discontented with life in a small Minnesota town, find \$28,000, obtained illegally by the druggist employer of one of them. They go to Hollywood and indulge in a wild spending spree. The oldest marries an agricultural student, who takes her third of the money to buy a walnut farm; another loses most of her share gambling; the third barely escapes murder. Ultimately the druggist is killed in a struggle with the oldest girl's husband, who goes to prison for eight years. The girls each serve a year and at the end of that time drift back to Hollywood to existences without hope or meaning. As the headlines in our daily papers testify, this sordid story is believable. However, the film suggests that all these people are the passive victims of society and not to be blamed for what they do. (The girls, it is sug gested, all come from broken homes.) There is not a single kindly or disinterested action in the picture, no figure of any strength or stature. A true case history, at least, is prepared according to certain professional standards, which imply that there is intelligence and purpose close by, and takes in many aspects of a problem not even approached in this picture. The film is competently acted by a young and unknown cast. Cast: Neville Brand, Christine White. 15-18 Adults

Poor No Money from Home-Paramount. Direction, George Marshall. This might have been a lively slapstick adaptation of a Damon Runyon story and an excellent departure for Dean Martin and Jerry Lewis. Instead it becomes a labored and hackneyed farce in which good material is adulterated by several poor and tasteless incidents and the familiar Martin-and-Lewis framework plot is imposed on a good story. The picture is a 3 D, in Technicolor. Cast: Dean Martin, Jerry Lewis.

Adults 15-18 Fair

The Nebraskan-Columbia. Direction, Fred F. Sears. In spite of considerable surface action in this stereotyped western (photographed in 3 D), the result is static and artificial. The film saws between the hero's struggle to prevent Indians from taking and punishing his friend Wingfoot, unjustly accused of killing their chief, and his efforts to keep the "bad" white man from turning Wingfoot over to his tribe. Moral phrases are uttered, but violence is consistently enacted. Cast: Phil Carey, Roberta Haymes.

Adults 15-18 Western fans Western fans Mediocre

Personal Affair-United Artists. Direction, Anthony Pelissier. Leo Genn gives dignity and conviction to the difficult role of a schoolmaster who relives his youth briefly when one of his girl students falls in love with him. Because of a curious twist of circumstances, having to do with the school girl's mysterious disappearance, he finds himself accused of her murder. The photography rather overdoes the mood of the film. The production itself is uneven, but our interest is held by a good cast. Cast: Leo Genn, Gene Tierney, Glynis Johns.

15-18 Adults 12-15

Project M. 7-Universal-International. Direction, Anthony As-

quith. Another example of the unpretentious, carefully constructed suspense pictures at which British filmmakers excel. A group of aviation research scientists have been working on M. 7, an aircraft capable of flying at four times the speed of sound. There is a foreign agent among them, but since he is suspected from the first, the story is concerned less with him than with the problems involved in perfecting this awesome product of man's ingenuity. The frightening sensation of its terrible speed is effectively captured by simple yet telling photography and sound effects. Reminiscent of the superb Breaking Through the Sound Barrier, but not up to the standard of this earlier film. Cast: Phyllis Calvert, James Donald, Robert Beatty.

Good Good Mature The Steel Lady-United Artists. Direction, E. A. Dupont. When the shifting sands of the Sahara subside after a violent storm. a wild-cat team of oil hunters discover a German tank ("the steel lady") and use her for their escape from forbidden territory. A routine plot, stock characterizations, and dialogue of comic-book quality. Cast: Rod Cameron, Tab Hunter.

Adults

Mature

12-15

15-18 12-15 Crude adventure story Poor Poor

Thunder Over the Plains-Warner Brothers. Direction, André de Toth. Student reviewers consider this a dull, pointless western that probably will not appeal even to the very young western-worshiper. The plot involves the Northern carpetbaggers who take advantage of the impoverished Texans after the Civil War. A Yankee captain is caught in the middle because of his sympathy for the Texans, who are his friends, and his duty to defend the carpetbaggers, who are legally "correct." As a general comment these previewers say, "Save your money." Cast: Randolph Scott, Lex Barker, Phyllis Kirk.

15-18 12-15 Poor Poor No

Wicked Woman-United Artists. Direction, Russell Rouse. A cheap, sordid tale about a barkeeper and his involvement with a waitress. Cast: Beverly Michaels, Richard Egan.

Adults 15-18 12-15 Poor No No

The Wild One-Columbia. Direction, Laslo Benedek. A powerful study of rebellion produced by Stanley Kramer. The rebels are not juvenile delinquents but rather their older brothershoodlums bursting with excess energy who roar into a small town on their motorcycles, out for a good time. At first their boisterous antics are excused, but they are soon feared and hated as they run riot and destroy, unchecked by an ineffectual sheriff, who always wants to "talk things over" but lacks courage and convictions. Finally the frustrated, frantic citizens burst out in violent vigilante actions, led by the town bully. But in the end the gang is merely shunted off from this small town to repeat their reckless, purposeless destruction elsewhere. A paralleling theme has to do with barriers in communication. The sullen, marticulate ringleader (Marlon Brando) is strongly attracted to the sheriff's daughter, but the two are worlds apart. Many people will be shocked by the film's biting indictment of certain aspects of our society. Possible material for study groups. Cast: Marlon Brando, Mary Murphy. Adults 15-18 12-15

Very mature

No

Adolescent Development-Crawley Films. Direction, George Gorman. Distributed by McGraw-Hill Book Company. The five short 16 mm films released under this general title and based on Elizabeth B. Hurlock's book of the same name were prepared for teaching purposes. However, they are so fresh and charming, the young actors so delightful and natural, and the excellent material handled with such taste and imagination that they constitute an admirable brush-up course for parents. The first film, "The Meaning of Adolescence," shows the difficulties of normal youngsters in learning to get along with people, particularly the opposite sex. "Physical Aspects of Puberty" gives a clear-cut description of physical growth during adolescence, also illustrating the troubles of young people whose development is accelerated or retarded. "Age of Turmoil" focuses on typical adolescent behavior at home and in school, showing the positive side of endless telephone conversations, daydreaming, and seeming irresponsibility. In "Social-Sex Attitudes" we see a boy and girl going off on a honeymoon and then by flashback are shown how their parents helped prepare them for this step. "Meeting the Needs of Adolescence" shows us a happy home-one where there is an easy atmosphere of confidence, freedom to ask questions, and a social conscience that springs from examples, not words. These films may be rented from your public library or other film rental sources.

Adults

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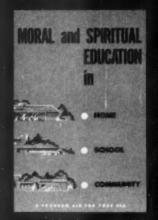
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